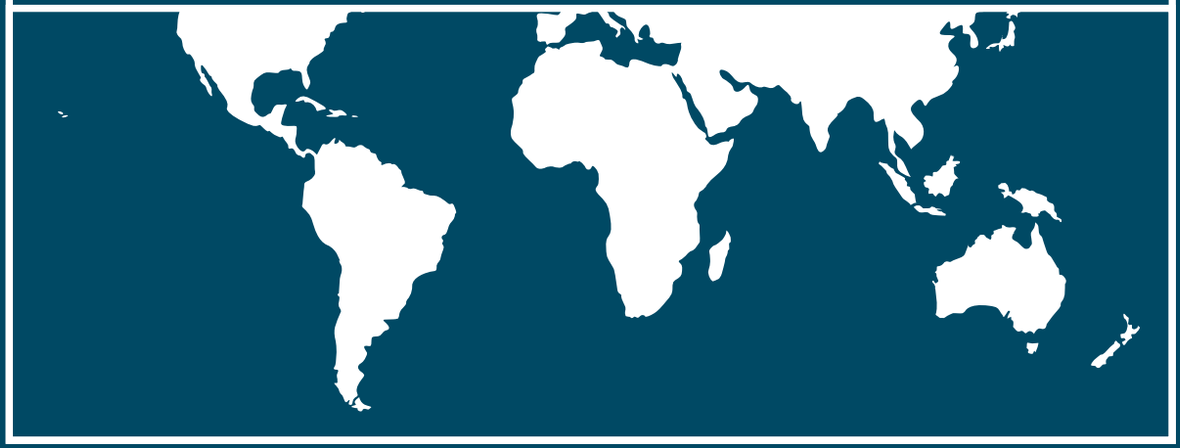
# MALAGASY
## for
## Missionaries



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## for
## Missionaries

Malagasy, January 21, 2010

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# Grammar-Task Index

The following list gives examples of grammar principles that may be most helpful in teaching certain principles and performing certain tasks. This list is only a general guide and is not exhaustive. It is very likely that you will need to learn additional grammar to perform these tasks effectively, and it is also possible that you will not need to extensively use some of the principles listed here to perform the tasks they are listed with.

**Your investigators' needs, not this list, should govern your language study**. You should carefully determine what to teach to fulfill your investigators' needs and use that to determine the grammar you study. In addition, you should remember that learning to perform these tasks and teach these principles is not an end unto itself, but a means to fulfill your purpose as a missionary.

Most principles and tasks have both "basic" and "additional" grammar principles. Missionaries just starting out may want to focus on the basic principles before learning the additional ones.

| Principle/Task | Basic Grammar | Additional Grammar |
|---|---|---|
| **Lesson 1: The Message of the Restoration of the Gospel of Jesus Christ** | | |
| **God is Our Loving Heavenly Father** | Personal Pronouns, Possession, Topicalization | Direct Objects, Expressing Desire, Adverbs of Place |
| **The Gospel Blesses Families** | Articles, Topicalization, Numbers, Active Voice | Direct Objects, Prepositions |
| **Heavenly Father Reveals His Gospel in Every Dispensation** | Negation, Possession, Active Voice | Passive Voice, Circumstantial Voice |
| **The Savior's Earthly Ministry and Atonement** | Possession, Passive Voice, Topicalization, Adverbs of Place | Word Combinations and Letter Changes |
| **The Great Apostasy** | Active Voice, Passive Voice, Creating Nouns from Verbs | Possession, Circumstantial Voice |
| **The Restoration of the Gospel of Jesus Christ through Joseph Smith** | Passive Voice, Numbers, Time and Date | Adjectives and Adverbs, Circumstantial Voice, Indirect Objects |
| **The Book of Mormon: Another Testament of Jesus Christ** | Adjectives and Adverbs, Prepositions, Articles | Demonstratives, Passive Voice, Relatives |
| **Pray to Know the Truth through the Holy Ghost** | Commands, Adjectives and Adverbs, Active Voice | Conjunctions, Verbal Infixes |
| **Lesson 2: The Plan of Salvation** | | |
| **Pre-Earth Life** | Questions, Prepositions, Conjunctions | Expressing Desire, Indirect Objects |
| **The Creation** | Passive Voice, Topicalization, Circumstantial Voice | Conjunctions, Prepositions |
| **Agency and the Fall of Adam and Eve** | Articles, Direct Objects, Indirect Objects | Conjunctions, Adjectives and Adverbs |
| **Our Life on Earth** | Direct Objects, Expressing Desire, Questions, Demonstratives, Adverbs of Place | Indirect Objects, Comparatives and Superlatives |
| **The Atonement** | Creating Nouns from Verbs, Possession, Passive Voice | Indirect Objects, Circumstantial Voice |
| **The Spirit World** | Articles, Numbers, Active Voice, Adverbs of Place | Passive Voice, Adjectives and Adverbs, Prepositions |
| **The Resurrection, Judgment, and Immortality** | Adjectives and Adverbs, Conjunctions, Prepositions | Relatives |
| **Kingdoms of Glory** | Comparatives and Superlatives, Demonstratives, Relatives | Active Voice, Circumstantial Voice, Adverbs of Place |
| **Lesson 3: The Gospel of Jesus Christ** | | |
| **Through Jesus Christ We Can Be Cleansed from Sin** | Articles, Topicalization, Circumstantial Voice | Passive Voice, Prepositions, Possession |
| **Faith in Jesus Christ** | Articles, Personal Pronouns, Creating Nouns from Verbs | Direct Objects, Possession |

| | | |
|---|---|---|
| **Repentance** | Conjunctions, Personal Pronouns | Direct Objects, Passive Voice |
| **Baptism, Our First Covenant** | Articles, Indirect Objects, Creating Nouns from Verbs | Passive Voice, Prepositions, Word Combinations and Letter Changes |
| **The Gift of the Holy Ghost** | Adjectives and Adverbs, Comparatives and Superlatives | Direct Objects, Indirect Objects, Topicalization |
| **Endure to the End** | Personal Pronouns, Expressing Desire | Passive Voice, Prepositions |
| **Lesson 4: The Commandments** | | |
| **Obedience** | Possession, Indirect Objects, Conjunctions | Direct Objects, Negation |
| **Pray Often** | Possession, Direct Objects, Indirect Objects | Expressing Desire |
| **Study the Scriptures** | Articles, Adjectives and Adverbs, Demonstratives, Numbers | Prepositions, Conjunctions, Adjectives and Adverbs |
| **Keep the Sabbath Day Holy** | Prepositions, Conjunctions, Negation | Possession, Time and Date, Relatives |
| **Baptism and Confirmation** | Indirect Objects, Verbal Infixes, Word Combinations and Letter Changes | Articles, Prepositions |
| **Follow the Prophet** | Indirect Objects, Numbers, Topicalization | Prepositions, Direct Objects |
| **Keep the Ten Commandments** | Active Voice, Passive Voice, Indirect Objects | Conjunctions, Commands |
| **Live the Law of Chastity** | Adjectives and Adverbs, Word Combinations and Letter Changes | Comparative and Superlatives, Relatives |
| **Obey the Word of Wisdom** | Adjectives and Adverbs, Indirect Objects | Direct Objects, Verbal Infixes |
| **Keep the Law of Tithing** | Articles, Indirect Objects, Direct Objects | Conjunctions, Prepositions |
| **Observe the Law of the Fast** | Adjectives and Adverbs, Possession | Prepositions, Time and Date |
| **How to Donate Tithes and Offerings** | Passive Voice, Commands | Word Combinations and Letter Changes |
| **Obey and Honor the Law** | Active Voice, Passive Voice, Commands | Adjectives and Adverbs, Articles |
| **Lesson 5: Laws and Ordinances,** *After Baptism and Confirmation* | | |
| **Priesthood and Auxiliaries** | Articles, Indirect Objects, Adjectives and Adverbs | Passive Voice, Prepositions |
| **Missionary Work** | Active Voice, Passive Voice, Circumstantial Voice | Prepositions, Expressing Desire |
| **Eternal Marriage** | Articles, Adjectives and Adverbs | Verbal Infixes, Demonstratives |
| **Temples and Family History** | Adjectives and Adverbs, Word Combinations and Letter Changes, Prepostions | Adverbs of Place, Verbal Infixes |
| **Service** | Personal Pronouns, Creating Nouns from Verbs | Active Voice, Passive Voice |
| **Teaching and Learning in the Church** | Prepositions, Conjunctions | Creating Nouns from Verbs, Demonstratives |
| **Enduring to the End** | Comparatives and Superlatives, Verbal Infixes, Topicalization | Passive Voice, Prepositions, Demonstratives |
| **Missionary Tasks** | | |
| **Ask Questions** | Questions, Prepositions, Topicalization | Commands, Creating Nouns from Verbs |
| **Conduct a Meeting** | Indirect Objects, Articles, Personal Pronouns | Passive Voice |
| **Explain Priesthood Ordinances** | Adjectives and Adverbs, Passive Voice | Questions, Articles |
| **Extend Commitment Invitations** | Questions, Time and Date | Direct Objects, Verbal Infixes |
| **Follow up on Commitments** | Questions, Time and Date, Articles | Commands, Demonstratives |
| **Get to Know Someone** | Questions, Numbers | Direct Objects, Indirect Objects, Verbal Infixes |
| **Give Directions** | Commands, Active Voice, Verbal Infixes | Passive Voice, Relatives |
| **Help People Resolve Their Concerns** | Questions, Negation | Verbal Infixes, Creating Nouns from Verbs |
| **Make a Telephone Call** | Questions, Direct Objects, Commands | Time and Date, Numbers |
| **Make Appointments** | Time and Date, Questions, Numbers | Direct Objects, Comparatives and Superlatives |
| **Meet Someone** | Questions, Articles, Direct Objects | Expressing Desire, Relatives |

| | | |
|---|---|---|
| **Obtain Referrals** | Questions, Expressing Desire, Possession | Commands |
| **Offer a Prayer** | Commands, Active Voice, Direct Objects | Articles, Demonstratives |
| **Perform Priesthood Ordinances** | Direct Objects, Indirect Objects, Active Voice | Personal Pronouns, Prepositions, Commands |
| **Plan Daily and Weekly Activities** | Questions, Time and Date | Numbers, Articles |
| **Share an Experience** | Topicalization, Active Voice, Passive Voice, Circumstantial Voice | Numbers, Time and Date, Comparatives and Superlatives |
| **Talk with Everyone** | Questions, Expressing Desire, Topicalization | Direct Objects, Indirect Objects, Time and Date |
| **Teach Others How to Pray** | Indirect Objects, Questions, Personal Pronouns, Commands | Direct Objects, Conjunctions |
| **Testify** | Conjunctions, Passive Voice, Relatives | Direct Objects, Indirect Objects |
| **Use the Scriptures** | Questions, Passive Voice, Demonstratives, Numbers | Direct Objects, Indirect Objects |

# How to Use This Book

## Organization of the Grammar

The grammar principles in this manual are organized by language functions. *Preach My Gospel* teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). Your language study will be most effective as you think about those that you will be teaching each day, study the grammar principles within the function that most relates to what you will do with those investigators, and think about how you can improve the way you use what you have studied throughout the day.

For example, if you struggle with relating the Joseph Smith story effectively when you teach, you might turn to the function titled "Narrating experiences and telling stories." You could then study the grammar principles listed in that function, thinking about how you could apply those grammar principles in upcoming teaching situations when you might present the Joseph Smith story.

**The purpose of this manual is not simply to teach you grammar, but more importantly to help you prepare to teach with greater power and clarity in your mission language.**

## Grammar Activities

The activities in each grammar lesson build on each other. They begin with drill activities that help you practice identifying a grammar principle, conjugating verbs correctly, and translating sentences. They then move toward helping you use the grammar principle as you speak and communicate with others. As you perform the activities, think about how you will apply what you are learning in upcoming teaching appointments and other scheduled activities. The activities are designed so that you can do them more than once, thinking about different investigators or teaching situations as you do them. For example, a scripture activity may ask you to identify certain grammar principles from a verse and then prepare to share that scripture with an investigator who may benefit from hearing it. You will approach this activity differently depending on the specific needs and situation of each investigator you will be teaching. The grammar principle will be the same, but how you use it may vary.

In this manual, you will find many different kinds of activities. Make sure to read the instructions for each activity and follow them closely. For example, an activity may tell you to do something with a scripture, then teach your companion a lesson based on what you learned. Make sure to do each step in the activity, especially the teaching practice with your companion.

* **Using Native Speakers** – "There is no substitute for talking with native speakers of the language" (*Preach My Gospel*, 129). Any activity that is designated to be done with your companion can also be done with a native speaker from the area where you are serving. In every area where you serve, you should find a native speaker who could help you with the language and who will give you honest and direct feedback. You may have them do activites with you from this manual that ask you to seek feedback from a companion or native speaker. If your companion is also learning the language, regardless of how proficient he or she is, you should make extra efforts to find a native speaker who can help you find areas for improvement and help you master the language. Make sure your conduct is appropriate as you work with native speakers.

> "It is extremely important that you stay with your companion at all times. Never make exceptions to this standard for activities that seem innocent but take you away from each other, including being in different rooms in the same building or in a home. Never be alone with, flirt with, or associate in any other inappropriate way with anyone of the opposite sex." (*Missionary Handbook*, 30–33)

## Different Ways to Use This Manual

You can use this manual in several different ways to meet your needs, depending on how well you know the language, how long you have been in the mission field, and who you are teaching. For example, a missionary that is new in the mission field may find it most helpful to start at the beginning of the book, review every principle that they learned in the MTC, and then apply it in their daily activities. A more advanced missionary may find it more useful to review grammar principles from the different language functions they will have to use each day to better meet the needs of individual investigators. A trainer, with his or her new companion, may use a Companion Activity that covers a principle with which his companion really struggles.

The way that you use this manual will probably change as your language skills improve throughout your mission. However, no matter how you use it, make sure that you are doing what best meets your language needs and are not just doing grammar activities to fill your language study time. You will be most effective as you think about specific investigators or teaching situations as you do different activities from this manual.

# Alphabet and Pronunciation

## Explanation

This lesson explains the Malagasy alphabet and outlines pronunciation.

### Alphabet

Below is each letter of the Malagasy alphabet followed by the way its name is pronounced when spelling. The pronunciation of the alphabet is based on the French alphabet.

| Letter | *Name* | Letter | *Name* |
|---|---|---|---|
| **a** | *a* | **l** | *el* |
| **b** | *be* | **m** | *em* |
| **d** | *de* | **n** | *en* |
| **e** | *e* | **o** | *o* |
| **f** | *ef* | **p** | *pe* |
| **g** | *je* | **r** | *er* |
| **h** | *haintso, hache* | **s** | *es* |
| **i/y*** | *i/igrek* | **t** | *te* |
| **j** | *ji* | **v** | *ve* |
| **k** | *ka* | **z** | *zeda* |

**Y* and *i* are technically the same letter, but *i* is found only in the middle of words while *y* is only on the end of words. So when words are alphabetized (such as in a dictionary), *y* and *i* likely will not appear as separate letters. Instead, they will be found listed under *i*. Similarly, words ending in *-y* will be listed before words having an *-i* in them.

**Note:** In Malagasy there are only 21 letters in the Alphabet. The letters *c, q, u, w*, and *x* are not found in Malagasy.

### Pronunciation

Malagasy is almost always pronounced exactly as it is written. Very few sounds are pronounced exactly the same in Malagasy and English. **To develop native-like pronunciation, listen attentively to native Malagasy speakers and imitate closely their pronunciation.**

#### Malagasy Vowels

| Vowels | Sounds like... | Malagasy Examples |
|---|---|---|
| **a** | *f<u>a</u>ther* | manana (to have), salama (healthy), fasana (tomb) |
| **e** | *b<u>ay</u>* | fanekena (covenant), eveka (bishop), lesona (lesson) |
| **y/i** | *m<u>e</u>* | mividy (to buy), mihinana (to eat) |
| **o** | *b<u>oo</u>t* | Tompo (Lord), porofo (proof), sorona (sacrifice) |
| **ô** | *b<u>oa</u>t* | Môrmôna (Mormon), apôstôly (apostle), Môsia (Mosiah) |

**Note:** When pronouncing vowel combinations in Malagasy *(ao, oa, io, oi/oy, eo, oe, ai, ia, ea, ae)*, each vowel is usually pronounced individually. (For example: *feo* = fay-oo.)

#### Malagasy Consonants

| Consonants | Sounds like... | Malagasy Examples | Explanation |
|---|---|---|---|
| **b** | **<u>b</u>oy** | ***b**oky, **b**atisa, mi**be**baka*<br>*book, baptism, to repent* | The *b* sounds exactly the same in Malagasy as in English. |
| **d** | **<u>d</u>og** | ***d**ada, **d**idy*<br>*dad, commandment* | The *d* is pronounced the same as the English **d**. |
| **f** | **<u>f</u>un** | ***f**iloha, **f**idy*<br>*president, choose* | The *f* is pronounced the same as the English **f**. |

| | | | |
|---|---|---|---|
| **g** | **go** | ***g**a**g**a, Mala**g**asy*<br>*amazed, Malagasy* | It sounds similar to the hard English **g** in words like **go**, but is never weakened to sound like the soft English **g** in words like **giant**. |
| **h** | *n/a* | ***h**evitra, **h**afatra*<br>*thought, message* | The *h* is silent in Malagasy unless it is directly in front of the accented vowel, or unless it is the first letter of a word. |
| **j** | ***pizza*** | *mi**j**oro, **J**aona, **J**esoa*<br>*to stand, John, Jesus* | The *j* sounds like **dz** in words like **pizza**. |
| **k** | **s<u>k</u>ill** | ***k**ilasy, **K**risty, Ja**k**oba*<br>*class, Christ, Jacob* | The *k* is pronounced like the English **k**. |
| **l** | **<u>l</u>ead** | ***l**esona, **l**alana*<br>*lesson, path* | The *l* sounds the same as the English **l**. |
| **m** | **<u>m</u>eet** | ***m**isiôna, **m**am**m**onjy*<br>*mission, to save* | The *m* is pronounced the same as the English **m**. |
| **n** | **<u>n</u>ext** | ***n**aman**n**a, fa**n**ahy*<br>*friend, spirit* | The *n* is pronounced the same as the English **n**. |
| **p** | **<u>p</u>ond** | ***p**orofo, a**p**ôstô**l**y*<br>*proof, apostle* | The *p* sounds the same as the English **p**. |
| **r** | **≈ mi<u>dd</u>le** | ***r**ay, **r**onono, **r**ano*<br>*father, milk, water*<br>*mana**r**aka, mito**r**y*<br>*to follow, to preach* | The Malagasy *r* sounds like a single flick of the tongue when used within a word. When *r* is used at the beginning of the word then it is pronounced with a trilled or rolled **r**. These sounds do not exist in English. |
| **s** | **<u>s</u>it** | *mi**s**otro, **s**orona, mi**s**y*<br>*to drink, sacrifice, to exist* | The *s* is pronounced the same as the English **s**. |
| **t** | **<u>t</u>ake** | ***t**an**t**ara, **T**empoly*<br>*story, Temple* | The *t* is pronounced similar to the English **t**, but it is never weakened to sound like the English **d** sound in words like **little**. |
| **z** | **<u>z</u>oo** | ***z**o, mi**z**ara, **z**oky*<br>*liberty, to share, elder* | The *z* is pronounced the same as the English **z**. |

**Consonant Combinations**

| Consonants | Sounds like... | Malagasy Examples | Explanation |
|---|---|---|---|
| **tr** | **wa<u>tch</u>** | *mana**tr**ika, Andriamani**tr**a*<br>*to attend, God* | The Malagasy *tr* is very similar to **tch** in the English word **watch**. |
| **dr** | **<u>dr</u>ive** | *manon**dr**o, man**dr**ay*<br>*to point, to take/receive* | The *dr* sound is similar to the **dr** sound in English words like **drive**. |
| **ts** | **fan<u>c</u>y** | *mian**ts**o, an**ts**ika*<br>*to call, us* | The *ts* sounds similar to the **c** in **fancy**. |
| **mp** | **<u>p</u>eople** | ***mp**aminany, **mp**ikambana*<br>*prophet, member* | The *mp* in Malagasy sounds just like the English **p**. |
| **mb** | **ha<u>mb</u>urger** | ***mb**a, mo**mb**a*<br>*in order to, about* | The *mb* in Malagasy sounds just like the English **b** sound in **hamburger**. |

**Note:** All Malagasy words end with vowels. When a word is directly followed by a word that begins with a consonant, the vowel is pronounced regularly. (For example: When saying *fantatro fa* the *o* on the end of *fantatro* is heard.)

However, if a word ends a sentence or is pronounced alone for any reason, the final vowel of the word is pronounced very lightly, almost a whisper, in the shape of the vowel.

**As pronunciation and fluidity improves:** When a word is followed by a word that begins with a vowel, the ending of the first word is slurred into the next. (For example: When saying *hanampy antsika*, the *y* on the end of *hanampy i*s slurred into the *a* on the beginning of *antsika*, producing a *ya* sound.)

**Activities**

Practice activities for this lesson are combined with activities for the next lesson, “Accentuation.”

# Accentuation

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| One of the most sacred ordinances is the partaking of the Sacrement each Sunday. | Ny fandraisa**na** ny Fanasan'ny Tompo isaky ny Alahady no anisan'ny ôrdônansy lehibe ataontsika. |
| When we repent we are worthy to take the sacrament. | Rehefa mibeba**ka** isika dia mendrika ny handray ny Fanasan'ny Tompo. |
| We are accountable for our own sins. | Tompon'andraiki**tra** amin'ny fahotantsika isika. |
| Enduring to the end is a personal responsibility. | Andraikitry ny tena manokana ny faharetana hatramin'ny fara**ny**. |
| Living the Law of Chastity includes being modest. | Ny fiainana ny lal**à**n'ny fahadiovam-pitondrantena dia ahitana ny fahamaotinana. |

**Explanation**

2a Accent marks have one role in Malagasy: To help differentiate between identically spelled words. They are only written when the word is an exception to the rules for placing stress, as shown below.

Example: Lal**à**na - law

Weak endings in Malagasy are key to determining where the accent falls in a word. The weak endings are **-ka**, **-tra**, **-na**, and **-ny**.

**Weak Endings**

One syllable in each word is stressed when it is pronounced. In general, Malagasy syllables have only one vowel, so when vowels are next to each other, they count as two separate syllables (See: Pronunciation).

The following rules indicate which syllable in a word is stressed. Each rule is followed by several examples. Note that the highlighted syllable is the one that receives the stress.

**Rule #1 Weak Endings**

2b If a word ends in a *weak ending (-ka, -tra, -na,* or *-ny)* and has a root at least three syllables in length, then the stress falls on the third to last syllable. However, if the root of the word ending with *-ka*, *-tra*, *-na*, or *-ny* is only two syllables, then it is <u>not a *weak ending*</u>, and the accent falls on the second to the last syllable.

| Words with Weak Endings | | | Two Syllable Root Words ( not weak endings) | | |
|---|---|---|---|---|---|
| Word | Root | Pronunciation | Word | Root | Pronunciation |
| mampianatra: | a-na-tra | mam-pi-**a**-na-tra | manatratra: | tra-tra | ma-na-**tra**-tra |
| manolotra: | to-lo-tra | ma-**no**-lo-tra | mandritra: | ri-tra | man-**dri**-tra |
| manasitrana: | si-tra-na | ma-na-**si**-tra-na | manantena: | te-na | ma-nan-**te**-na |
| manokana: | to-ka-na | ma-**no**-ka-na | mandona: | do-na | man-**do**-na |
| manavaka: | a-va-ka | ma-**na**-va-ka | | | |
| mangataka: | ha-ta-ka | man-**ga**-ta-ka | | | |

**Note:** Words starting with *f-* and ending with *-na* (circumstantial nouns) will not always follow weak ending pronunciation rules. The reason for this is because of the rules for forming circumstantial nouns from verbs. (See "Creating Nouns from Verbs")

**Rule #2 Non-Weak Endings**

2c If a word does not end in a *weak ending*, and its root has two or more syllables, the accent falls on the second to the last syllable in the word. However, if the root of the word is a single syllable, then the accent falls on the last syllable of the word.

| Examples of Two Syllable Root Words | | | Examples of Single Syllable Root Words | | |
|---|---|---|---|---|---|
| Word | Root | Pronunciation | Word | Root | Pronunciation |
| mahazo | a-zo | ma-**ha**-zo | mankafy | fy | man-ka-**fy** |
| mahery | he-ry | ma-**he**-ry | manda | la | man-**da** |
| volo | vo-lo | **vo**-lo | mankato | to | man-ka-**to** |
| tany | ta-ny | **ta**-ny | mandre | re | man-**dre** |

## Common Errors

You must pay close attention and make sure you say each word correctly. Putting the stress on the wrong syllable can change the meaning of a word.

Examples:

| | | |
|---|---|---|
| l**a**lana<br>*path* | vs. | lalà**n**a<br>*law* |
| t**a**nana<br>*hand* | vs. | tanà**n**a<br>*city* |
| m**a**nda<br>*wall* | vs. | mand**a**<br>*to reject* |

English speakers will often emphasize the second to the last syllable when they should not. These are some words that English speakers commonly mispronounce.

| Correct pronunciation | | Common mispronunciation |
|---|---|---|
| m**a**rina<br>*true* | → | mar**i**na |
| l**a**nitra<br>*heaven* | → | lan**i**tra |
| m**a**sina<br>*holy* | → | mas**i**na |

**Do Something More**

Say these words to your companion or a native speaker. Make sure you say these syllables right.

## Activites (see answers on p. 151)

### Learning It on Your Own

**A.** Mark the accented vowel in each, then check your answers in the back. The correct accentuation for each word can be found in the answers section.

| | | | | | |
|---|---|---|---|---|---|
| **zavatra**<br>*thing* | **arahabaina**<br>*congratulations* | **mampianatra**<br>*to teach* | **lalana**<br>*path* | **madio**<br>*clean* | **fanadinana**<br>*test (school)* |
| **rahalahy**<br>*brother* | **kilalao**<br>*game* | **mianatra**<br>*to learn* | **mahasarika**<br>*to attract* | **fo**<br>*heart* | **kôlejy**<br>*quorum* |
| **tantara**<br>*story* | **lehibe**<br>*great* | **vatana**<br>*body* | **tsara**<br>*good* | **masina**<br>*holy* | **ambony**<br>*above* |

**B.** Read the following text out loud. Syllables are separated by a space or a dash. Pronounce each syllable by itself as you read. Make sure to pronounce each syllable correctly. Pay special attention to diphthongs (two vowels together). Check your accentuation in the back. Have a more advanced speaker check your pronunciation as well.

1. I-za-hay di-a e-fa nan-ga-ta-ka ny fa-nam-pi-a-na sy na-no-me ny fi-jo-ro-a-na ho va-vo-lom-be-lo-na mom-ba an' i Je-so-a Kris-ty.
   *We already asked for help and we gave our testimony about Jesus Christ.*
2. An-dri-a-ma-ni-tra no Ra-y a-ny an-da-ni-tra. Ma-ro ny fi-ta-hi-a-na o-me-ny an-tsi-ka.
   *God is our Father in Heaven. He gives us many blessings.*
3. Za-na-ny i-si-ka a-ry ti-a-ny ho fa-ly sy ha-na-na fa-hom-bi-a-za-na a-min' i-ty fi-ai-na-na i-ty.
   *We are His children and He wants us to be happy and have success in this life.*
4. i Je-so-a Kris-ty no la-la-na sy fa-ha-ma-ri-na-na ka to-ko-ny ho a-ra-hin-tsi-ka fo-a-na ny te-ni-ny.
   *Jesus Christ is the way and the truth so we should always follow his words.*

**Note:** Try this activity with a number of different hymns (they are already broken into syllables like this activity).

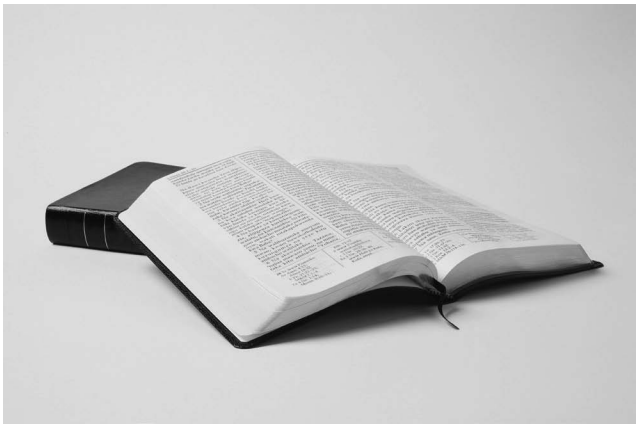
**C. Audio Activity**

Choose 10 words and 3 phrases from VP you are trying to learn in preparation to teach an investigator today or tomorrow. Write them out, then identify and mark where each stressed syllable would fall for each word. Use the TALL program to correct your answers by listening to native speakers pronounce those words and phrases you are trying to learn. Repeat them and mimic their pronunciation. Pay attention to their accents and compare them with the accentuation rules in this book.

**D. Scripture Activities**

Perform the following activities with scriptures that you will use today in your teaching.

1. To improve your ability to sound like a native speaker, choose a conference talk or a scripture you will share today. Listen to the talk or have a native read the scripture to you in Malagasy. Follow along while you listen. Then read it through on your own trying to imitate what you hear. Pay attention to pauses, what words they stress, and sounds that are different. Read it again out loud, imitating the native speaker's accent. Repeat any of the steps as needed.
2. To improve how you stress words when you speak, select a passage of scripture and highlight the stressed syllable in each word. Check to make sure that the syllables that you marked match the stress indicated by a native speaker.
3. To improve your pronunciation, select a passage of scripture, then break up each word into syllables, and read it out loud. Leave a reminder for yourself in your planner to have your investigator read the same scripture. Did they say each word breaking it up into the same syllables that you had marked? Record the differences, then try to mimic your investigator.
4. To improve your fluency, select a scriptural passage and read the passage all the way through three times. Note how your fluency improves each time. Then go to the first verse of that chapter and read until you are well beyond your selected verses. Note how much better the verses you are studying feel as you read them.



5. To improve fluency, choose a scripture you will use today and memorize it.

**Note:** Repeat these scripture activities often. Use new verses that you are preparing to share with investigators and members. Doing this will help you use scriptures more effectively.

## Learning It with Your Companion

"Teach each other the grammar and vocabulary you have learned. Practice teaching in the mission language. Practice using the language to communicate in common missionary situations." (*Preach My Gospel*, 132)

**E. Scripture Activity**

To improve your listening comprehension or writing, have your companion choose a verse of scripture different than you normally use, and read it aloud. Listen to the verse and write out what you hear. Listen to the passage several times, making sure you wrote down everything. Then look up the verse to see if you wrote every word and if you spelled each word correctly. If writing an entire verse is too difficult, try writing just one or two phrases that you hear. Look up any unfamiliar words.

## Learning It with a Native Speaker

"There is no substitute for speaking with native speakers of the language." (*Preach My Gospel*, 129)

**F. Scripture Activity**

To find out how you can improve your pronunciation, read a scripture, or passage from *Torio ny Filazantsarako,* out loud in Malagasy. Ask teachers or natives three words or phrases where you can improve your pronunciation. Then re-practice.

**G.** Say the words from Activity A above to a native speaker, get feedback on your pronunciation.

**H.** From Activity C above, review any parts with which you had trouble with a native speaker.

## Learning It in a Classroom or District Meeting

"Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand;" (*Doctrine and Covenants* 88:78)

**I.** On the board, write up the first vision or missionary purpose broken up into syllables. Go around the room, reading it out loud together, having the missionaries take turns reading one syllable at a time. If the syllable that a missionary is to read is a stressed syllable, have him stand when he says it. Give feedback on their pronunciation. After a couple of turns around the room, have the missionaries read it again, this time saying a word at a time, rather than just a syllable. Begin erasing words one at a time, encouraging the missionaries to memorize the passage.

## Applying This Principle

With this principle you should be able to speak in a clear and understandable way. Continually seek to improve your pronunciation and accentuation to sound more like a native speaker, even after you are understood by native speakers. Pay attention to how you sound different from native speakers when they say the same words that you do. Watch how the mouths of native speakers move when they speak. Imitate what they do.

**Asking about and expressing**

# A State of Being



## Purpose

This section will help you describe something or someone, such as what faith **is** or **who** God is. The grammar principles in this section are targeted at helping you express these ideas. Below are examples of the types of things you will be able to communicate with the grammar in this section:

- **Jesus Christ** is our Savior and **through Him** we can be saved. (Topicalization)
- **We** are children of our Heavenly Father. (Personal Pronouns)
- **What is** a prophet? (Questions)
- The fullness of the gospel was **not** on the earth during the great apostasy. (Negation)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, followed by common missionary tasks they will help you perform. Note that this list is not comprehensive but is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point is the title of the principle of task that it relates to.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (Who is God? What is our relationship to Him?)
- The Great Apostasy (What is an apostasy? Was the gospel on the earth during the apostasy?)
- Pre-Earth Life (What was our life like before we came to earth?)
- Our Life on Earth (What is the purpose of life?)
- The Atonement (What is the atonement?)
- Faith in Jesus Christ (What is faith? Who do we believe Christ is?)
- Baptism (What is baptism? What is an ordinance? What is a covenant?)
- The Gift of the Holy Ghost (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- The Law of Chastity (What is chastity?)
- The Word of Wisdom (What are things we should avoid taking into our bodies?)
- Eternal Marriage (What are the blessings of a temple marriage?)

Tasks from Missionary Vocabulary and Phrase Book

- Ask Questions and Listen (How do I ask them in the language?)
- Explain Priesthood Ordinances (What is the priesthood? What is an ordinance?)
- Get to Know Someone (Who are they? What is their family like? What are their interests?)
- Meet Someone (Who are they? Who am I? Where do I come from?)

# Topicalization

## Explanation

Creating a sentence in Malagasy requires an understanding of what a topic is, what a predicate is, and how a verb relates to the topic. The relationship of these three things is called **Topicalization**.



### Identifying the Topic

The **topic** is what you are talking about, and the **predicate** is what you want to say about the topic. In Malagasy the topic is always definite and acts as the center of attention. (See "Articles" for an explanation of definite vs. indefinite.)

3a Notice in the examples below that the two sentences say roughly the same thing in English, but the topic may be different in Malagasy depending on what we want to talk about.

| | *Topic* | |
|---|---|---|
| Examples: | **Heavenly Father**: | **He** sent Jesus Christ to the earth for us. |
| | **Christ**: | Heavenly Father sent **Him** to the earth for us. |

If you were teaching the first principle of the first lesson and you were going to say, "Heavenly Father sent Christ to the earth for us," you would use the first example, with Heavenly Father as the topic. However, if you were teaching about the Savior's Earthly Ministry and wanted to say the same thing, you would use the second example, with Christ as the topic.

The topic in Malagasy is different than a subject in English. A topic can be any noun in a sentence, whereas the subject in English is generally only the noun that does the action. Below, any of the bolded words can be the topic in Malagasy, depending on what you are talking about:

**The missionaries** teach **the gospel** by **the Spirit**.

"The Spirit" is an acceptable topic in Malagasy, but it would **not** be an acceptable subject in English as shown below.

**The Spirit** is teaching by the missionaries the gospel.

### Identifying the Predicate

3b Below are examples of topics and sentences that include the topic. The underlined portion of each sentence would be the predicate in Malagasy.

| Topic | Example Sentences |
|---|---|
| Jesus Christ | **He** <u>died for us</u>.<br><u>We must follow</u> **Him**.<br><u>We can return to God through</u> **Him**.<br>**He** is* <u>merciful</u>. |
| The Book of Mormon | **It** <u>testifies of Christ</u>.<br><u>Joseph Smith translated</u> **it**.<br><u>You can draw closer to God through</u> **it**.<br>**It** is* <u>evidence of the restoration</u>. |

***Note:** There is no verb *to be* in Malagasy. When you want to say what something **is**, like "He is merciful," the noun or adjective that the topic is will be the predicate by itself.

### Sentence Structure

3c The basic sentence structure in Malagasy is:

| | **Predicate** | **+** | **Topic** |
|---|---|---|---|
| Examples: | Nandefa an'i Jesoa Kristy teto an-tany...<br>*Sent Jesus Christ to the earth* | | **Andriamanitra**.<br>***God*** |
| | Ny Raintsika feno fitiavana any an-danitra...<br>*Is our loving Heavenly Father* | | **Izy**.<br>***He*** |
| | Nodikan'i Joseph Smith...<br>*Joseph Smith translated* | | **ny Bokin'i Môrmôna.**<br>***the Book of Mormon*** |
| | Marina...<br>*Is true* | | **ny Bokin'i Môrmôna**.<br>***the Book of Mormon*** |

### Determining Verb Voice

3d Depending on what noun you have as the topic of your sentence, there are three different voices or forms that the verb will take. The voice of the verb will depend on its relation to the topic, as follows:

| Voice | Relation to Verb | Example |
|---|---|---|
| **Active** | **Topic is the doer of the action** | **Mampianatra** ny filazantsara amin'ny Fanahy Masina **ny misionera**.<br>***The missionaries**, **they teach** the gospel by the Holy Ghost.* |
| **Passive** | **Topic is the receiver of the action** | **Ampianarin**'ny misionera* amin'ny Fanahy Masina **ny filazantsara**.<br>***The gospel**, the missionaries **teach it** by the Holy Ghost.* |
| **Circumstantial** | **Topic is a circumstance of the action (time, manner, place, etc.)** | **Ampianaran**'ny misionera* ny filazantsara **ny Fanahy Masina**.<br>***The Holy Ghost**, the missionaries **teach** the gospel **by it**.* |

3e ***Note:** When the topic is not the doer of the action, as in passive and circumstantial forms, the doer is attached to the verb. Agent endings are used to denote who does the action. (See "Possession & Agent Endings" for complete chart of endings.)

| | | | |
|---|---|---|---|
| *I* | ampianari**ko** | ampianari**nay**<br>ampianari**ntsika** | *we (exclusive)*<br>*we (inclusive)* |
| *you* | ampianari**nao** | ampianari**nareo** | *you (plural)* |
| *he/she/it* | ampianari**ny** | ampianari**n'izy ireo** | *they* |
| proper nouns | ampianari**n'i** Jaona | ampianari**n'ny** mpaminany | common nouns |
| titles | ampianari**n'**Andriamanitra | | |

Further examples:

| Topic: **Jesus Christ** | Topic: **The Book of Mormon** |
|---|---|
| Maty ho antsika i Jesoa Kristy. (Active)<br>*Jesus Christ died for us.* | Mijoro ho vavolombelon'i Kristy ny Bokin'i Môrmôna. (Active)<br>*The Book of Mormon testifies of Christ.* |
| Tsy maintsy arahintsika Izy. (Passive)<br>*We must follow Him.* | Nodikan'i Joseph Smith izany. (Passive)<br>*Joseph Smith translated it.* |
| Ahafahantsika hiverina any amin'Andriamanitra Izy. (Circumstantial)<br>*We can return to God through Him.* | Ahafahanao hanantona an'Andriamanitra izany. (Circumstantial)<br>*You can draw closer to God through it.* |
| Feno famindram-po Izy. (Adjective)<br>*He is full of mercy.* | Porofon'ny famerenana tamin'ny laoniny izany. (Noun)<br>*It is evidence of the restoration.* |

**Note:** You cannot use just active or just passive all the time. As you will see in future lessons, the meaning of what you say can change when you use one voice over another, or you may be hard to understand because the voice you use in a sentence is wrong. Verbs in Malagasy do not have a default voice. In English, the default voice is active. In Malagasy, verbs do not have a voice until you choose the topic. (For example: The verb 'to give' is *ome* until you decide that the giver is the topic, and then it becomes *manome* (active voice). If you choose the thing that is given as the topic, it becomes *omena* (passive voice).)

3f **Note:** Occasionally you will see and hear the word *dia* placed after the topic at the beginning of the sentence. This functions as an inverter, meaning that the sentence does not follow the normal predicate + topic structure present in Malagasy, but rather is more similar to English. It has the role of emphasizing the topic. However, this must not be used frequently, as sentences in this format tend to be unclear when used repetitively.

Example: **Andriamanitra** (topic) **dia** ilay Raintsika any an-danitra. *God is our Father in Heaven.*

### Activities (see answers on p. 151 )

#### Learning It on Your Own

**A. Select the Topic**

For each of the underlined verbs in the passage below, decide which noun in the sentence would be the most appropriate topic. Write your answer on a separate sheet of paper and your reason for choosing that topic. Check your answers.

The gospel is taught in each dispensation. God calls prophets to teach it to His children. But, sometimes people reject the prophets and what they teach. This is called apostasy. It is when an apostasy occurs that God calls another prophet to help the people come to know the truth. When people accept the truth and live according to God's will they are happy. God wants us to know and live the truth and has called a prophet in our day to teach and guide us.

**B. Select the Voice**

For each of the topics below there is a list of predicates. Decide which voice the verb in each predicate will be (active, passive, or circumstantial). Write your answers on another piece of paper and explain why you chose that voice. Check your answers.

Heavenly Father
1. He sent His Son to the earth.
2. We must believe in Him.
3. He loves us.
4. We worship Him through the Son.
5. He has a plan for us.

Joseph Smith
6. He restored many truths that were lost.
7. God called him to be a prophet.
8. Many people rejected him.
9. God restored the gospel through him.
10. He saw God and Jesus Christ.

The Atonement
11. We receive a remission of sins through it.
12. Christ accomplished it because He loves us.
13. It can heal the sinner and the victim.
14. It includes our pains, sicknesses and sorrows.
15. It covers both physical and spiritual death.

Baptism and Confirmation
16. We make covenants through baptism.
17. We do baptism by immersion.
18. Bapstism begins a new life for us.
19. Christ taught baptism to the Nephites.
20. Confirmation completes baptism.

**C. Fill in the Blank**

On a separate sheet of paper, write the verb that completes each sentence in the correct voice. Check your answers. Hint: look at the underlined topic for each sentence.

1. ___ntsika ny drafitr'Andriamanitra.
   *We teach the plan of God.*
2. ___ fahagagana i Jesoa Kristy.
   *Jesus Christ did miracles.*
3. ___ko ny Fanahy Masina.
   *I felt the Holy Ghost.*
4. ___ntsika amin'ny Fiangonana ny batisa.
   *We enter the Church through baptism.*
5. ___ valim-bavaka aho.
   *I received an answer to my prayer.*
6. ___ fahitana i Joseph Smith.
   *Joseph Smith had a vision.*
7. Tao amin'ny alakely no ___'i Joseph Smith.
   *It was in the grove that Joseph Smith prayed (not elsewhere).*
8. ___n'ny Nefita ny mpamonjy.
   *The Nephites saw the Savior.*
9. ___nay ny fanontaniany.
   *We answered her question.*
10. ___ ny fiangonana marina izy.
    *He is searching for the true church.*

**D. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Hotsaraina araka ny asa ***manao isika**.
   *We will be judged according to the works we do.*
2. ***Manao batisa** ve ianao amin'ny tapa-bolana?
   *Will you be baptized in two weeks?*
3. Ny fomba ***hiverina isika** amin'A$^{tra}$ i Kristy.
   *Christ is the way that we return to God.*
4. ***Namono ny olona** ratsy i Jesoa Kristy.
   *The evil people killed Jesus Christ.*
5. Holazainay ianareo ny fotoana ***hivavakay**.
   *We will tell you when we pray (the time we pray).*
6. ***Nanda ny olona** ratsy i Jesoa Kristy.
   *The evil people rejected Jesus Christ.*
7. Marina ny zavatra ***mampianatra anay** ianareo.
   *The things we teach you are true.*
8. Rahoviana no fotoana ***tonganay** indray?
   *When shall we come again?*

**E. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word. Hint: look at the underlined topic for each sentence.

1. Hitan'Andriamanitra i Joseph Smith.
2. Mampianatra ny mpaminany ny fahamarinana.
3. Maty i Jesoa Kristy isika.
4. Ny Bokin'i Môrmona marina.
5. Niantso Andriamanitra mpaminany.
6. Ivavahana amin'Andriamanitra isika.
7. Novakiako ny Bokin'i Môrmôna aho.
8. Nahazo valim-bavaka ny namako.
9. Narahin'i Nefia ny didin'Andriamanitra.
10. Fantatra ny marina izy.

**F. Scripture Activity**

Read 1 Nephi 3:7. List all of the verbs and what voice they are in. Explain why each verb is in that particular voice.

**G. *Preach My Gospel* Activity**

Pick a doctrine that you will soon be teaching. Go to that topic in *Torio ny Filazantsarako*. Write down the main topic for each sentence and any subtopics. How do these topics relate to the principle being taught? How do the verbs reflect the relationship to each topic? Now practice teaching your companion this doctrine, trying to use the same verb voice as *Torio ny Filazantsarako*.

**H. Language Study Plan Activities**

1. "Learn Grammar," bullet 2. Think of sentences that you would like to use in your teaching. Rewrite the sentence in Malagasy using as many different nouns for the topic as you can. Make sure that the voice matches your topic. Think about when you would use one version of your sentence over another. What would be your overall topic? What is the focus? What point are you trying to make?
2. "Actively Listen," bullet 1. Identify an appointment where you could carefully listen to how others use different verb voices. Mark in your planner when you will do this. Note how many times a native uses each of the voices and try to identify why they used the voice they did in the context of the conversation. Discuss it with your companion on the way to your next appointment.
3. "Actively Listen," bullet 4. Set a goal to listen today for when native speakers use one of the three voices in Malagasy. Write down three examples of when they used a verb in a different voice than you would have. Discuss these three examples with your companion on your way home tonight.

## Learning It with Your Companion

"Teach each other the grammar and vocabulary you have learned. Practice teaching in the mission language. Practice using the language to communicate in common missionary situations." (*Preach My Gospel*, 132)

**I. Drilling Activity**

Give your companion a sentence in English; have him translate the sentence in different ways with as many different topics as possible. Explain when each version of the sentence might be used and how the meaning changes.

**J. Teaching Activities**

1. Take the doctrine that you chose in the *Preach My Gospel* Activity above. Practice teaching it to your companion. As you teach focus on being able to teach it clearly and from your heart, but have your companion look for how you used topics and voice.
2. After doing the Scripture Activity above, teach your companion the principles taught in 1 Nephi 3:7. Explain the verse in your own words. Focus on helping your companion apply those principles into his own work as a missionary.

## Learning It with a Native Speaker

"There is no substitute for speaking with native speakers of the language." (*Preach My Gospel*, 129)

**K. Learning from a Native Activity**

1. Pick a gospel principle that you want to work on. Have a native speaker briefly explain the principle and bear his/her testimony about it, as if he/she were sharing this principle with a non-member friend. As they speak, write down the topic and the verb (in the voice they used) of each sentence they say. Figure out why they used the voice and topic that they did. Ask them to explain any sentence that you do not understand. Then, teach them the same principle and get feedback on your use of verb form.

## Teaching It in a Classroom or District Meeting

"Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand;" (*Doctrine and Covenants* 88:78)



### L. Lesson Ideas

1. Write a sentence like "Christ paid the price of sin for us." Show that this sentence can be translated three different ways in Malagasy depending on what you are talking about. If we are talking about Christ and the atonement, Christ will be the topic and we will use active voice. If we are talking about sin and the fall, sin will be the topic and we will use passive voice. If we are talking about our life on earth and how we make mistakes, us will be the topic and we will use circumstantial voice. Show how each sentence changes the sense of the original English sentence.
2. Pick a topic and have the missionaries come up with as many predicates as they can for that topic. Write them on the board. Discuss together which voice they will have to use in each case. Then have them pick a different topic on their own and write down predicates in English they could use to teach about that topic. Then have them practice teaching each other about that topic using the predicates that they wrote down as a reference. While they teach listen to how they use topic and voice. Give feedback and have them teach the same thing to another missionary.

## Applying This Principle

With this grammar you should be able to teach any doctrine in a clear and succinct way. Pick a principle that you want to improve the way that you teach. Practice teaching it to your companion working on keeping the focus of the lesson on what the principle is really about (meaning that you pick topics for your sentences that most relate to the overall topic of the doctrine). As you teach that principle today, ask questions to see how well your investigator understands what you teach and why it is important. Evaluate how clearly they were able to understand what you taught and how to apply it in their lives.

# Personal Pronouns



**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| **We** are accountable for our own sins. | Tompon'andraikitry ny fahotantsika manokana **isika**. |
| **We** would like to come by to see how **you** are doing. | Te–handalo **izahay** mba hahitana hoe manao ahoana **ianao**. |
| May **I** leave a message for him? | Afaka mamela hafatra ho azy ve **aho**? |
| Do **you** believe in God and Jesus Christ? | Mino an'Andriamanitra sy Jesoa Kristy ve **ianao**? |

**Explanation**

4a

**Personal pronouns** are the basic default pronoun in Malagasy. To avoid constant repetition, the topic of a sentence is often replaced with a pronoun. These are the personal pronouns in Malagasy:

| **Personal Pronouns** | | | |
|---|---|---|---|
| **Aho, Izaho*** | I | **Isika**** <br> **Izahay**** | we (inclusive) <br> we (exclusive) |
| **Ianao** | you (singular) | **Ianareo** | you (plural) |
| **Izy** | he, she, it | **Izy ireo** | they |

***Note:** When saying *I* in Malagasy the first person pronoun *aho* cannot be used as the predicate; rather *izaho* must be used. Likewise, *izaho* is used when creating compound first person topics (for example: my friend and I).

****Note:** There are two forms of *we* in Malagasy. *Isika* is used when the person/people addressed is/are included in the *we*, and *izahay* is used when the person/people addressed is/are not included in the *we*.

**Pronouns as the Topic**

4b

The personal pronoun can be used as the topic of a sentence:

| | |
|---|---|
| Manazatra tena amin'ny teny gasy **izaho** sy ny namako. <br> *My companion and **I** (I and my companion) practice Malagasy.* | Tsy maintsy mankato **isika**. <br> ***We** must obey.* |
| Handeha hiaraka amin'ny ray aman-dreninao ve **ianao**? <br> *Are **you** going with your parents?* | "…Mibebaha **ianareo** rehetra faran'ny tany…" (Alma 5:50) <br> *"…Repent, all **ye** ends of the earth…" (Alma 5:50)* |
| Hampianatra anao ny Drafitry ny Famonjena **izy**. <br> ***He** is going to teach you the Plan of Salvation.* | Manambara ny filazantsara amin'ny olona **izy ireo**. <br> ***They** reveal the gospel to the people.* |

When there are two clauses in a sentence, and each clause has the same topic, the second topic can be dropped.

For example: Afaka hovonjena **isika** raha mampihatra ny Sorompanavotana.
***We** can be saved if **(we)** apply the Atonement. (The second "we" can be dropped in Malagasy.)*

**Pronouns as the Predicate**

4c

The personal pronoun can be used as the predicate of a sentence:

Examples:

| Predicate | | Topic |
|---|---|---|
| **Ianao** <br> *you* | ve <br> *yes/no* | izany? <br> *that* |
| *Was that **you**?* | | |
| "Indro, **Izaho** <br> *behold I* | | no Jesoa Kristy izay nambaran'ny mpaminany ..." (3 Nefia 11:10) <br> *the one Jesus Christ who revealed by the prophets* |
| *"Behold, **I** am Jesus Christ, whom the prophets testified ..." (3 Nephi 11:10)* <br> *(The one Jesus Christ who was revealed by the prophets, behold, is I...)* | | |

**Note:** See "Articles: Using Definite Articles" for an explanation about how *no* signifies the beginning of the topic.

## Pronouns as Complex or Compound Agent Endings

Complex/compound endings are the personal pronouns joined with a noun (you and I) or combined with an adjective (the two of us). In Malagasy they require the personal pronoun rather than the normal agent ending. In each box below, the sentences are interchangeable.

| | | |
|---|---|---|
| ...natao-<br>*...done* | -n'**izaho** sy ny zanako.<br>*-by me and my children.*<br>-n'ny zanako sy **izaho**.<br>*-by my children and me.* | -n'**isika/izahay** sy ny eveka.<br>*-by us (we) and the bishop.*<br>-n'ny eveka sy **isika/izahay**.<br>*-by the bishop and us (we).* |
| | -**nao*** sy ny misionera.<br>*-by you and the missionaries.*<br>-n'ny misionera sy **ianao**.<br>*-by the missionaries and you.* | -**nareo*** sy ny fianakavianareo.<br>*-by you all and your family.*<br>-n'ny fianakavianareo sy **ianareo**.<br>*-by your family and you all.* |
| | -n'**izy** sy ny mpikambana.<br>*-by him (he) and the members.*<br>-n'ny mpikambana sy **izy**.<br>*-by the members and him (he).* | -n'**izy ireo**** sy ny naman'ny fiangonana.<br>*-by them (they) and the investigators.*<br>-n'ny naman'ny fiangonana sy **izy ireo**.<br>*-by the investigators and them (they).* |

***Note:** When the second person is used (**you** singular and plural) the personal pronoun cannot be used first. Rather, the normal agent ending is used.

****Note** how **they** is just a complex agent that combines **he** and the plural demonstrative *ireo* ("those"). *Ireo* can be replaced by any adjective to describe **them** more fully (For example: *izy roa* = the two of them; *izy mivady* = the married couple).

**Activities (see answers on pp. 151-152)**

## Learning It on Your Own

**A. Choose the Pronoun**

On a separate sheet of paper, write the answers to each of the questions below. Check your answers when you finish.

1. Which pronoun would you use to pray about a group of four elders and two sisters?
2. Which pronoun would a bishop use to talk about him and his two counselors?
3. Which pronoun would you use to ask an investigator about his/her experience with prayer?
4. Which pronoun would you use when addressing Heavenly Father in your prayer?
5. Which pronoun would Christ use to address the apostles during the last supper?
6. Which pronoun would you use to address a group of investigators when helping them apply a scripture to their lives?
7. Which pronoun would Christ have used when speaking about the Good Samaritan?
8. Which pronoun would a companionship use when introducing themselves?

**B. Use the Picture**

Use the picture below to answer the questions. Check your answers when you finish.

Example: What pronoun would #9 use if she addressed #10? **Ianao**

1. What pronoun would #7 use to talk about #8?
2. What pronoun would #3 use to introduce herself to #1 and #2?
3. What pronoun would #6 use to address #4 and #10?
4. What pronoun would #8 use to talk about #9, and #10?
5. What pronoun would you and your companion use to introduce yourselves to #4?
6. What pronoun would #2 use to talk about #1?
7. What pronoun would #1 use to talk about herself in addition to #2, and #3?
8. What pronoun would you use to address and welcome #5, #6, and #4?
9. What pronoun would #6 use to talk about himself in addition to #4 and #5 to someone else?
10. What pronoun would #6 use to talk about #5?
11. What pronoun would #2 use to talk about #1?
12. What pronoun would you and your companion use to address everyone?
13. What pronoun would #9 use to talk about himself?
14. What pronoun would you and your companion use to ask #1 and #2 if you could still visit (you are the topic)?

**Note:** The following two activities assume that you have learned about verbs and how

### C. Using Personal Pronouns as Predicate

For each of the following sentences, identify the predicate and replace it with the appropriate personal pronoun.

Example**: <u>i Frère Rajoelison</u>** ve ny eveka? → **<u>Izy</u>** ve ny eveka?
*Is **Brother Rajoelison** the bishop? Is **he** the bishop?*

1. i Jesoa Kristy no lalana hiverenana any amin'A[tra].
   *Jesus Christ is the way to return to God.*
2. i (Your name) no tonga hampianatra anao.
   *(Your name) has come to teach you.*
3. i Jaona Mpanao Batisa no nanao batisa an'ny Tompo.
   *John the baptist was (the one) who baptized the Lord.*
4. Ny Apôstôly no nitarika ny fiangonana taorian'ny fahafatesan' i Kristy.
   *The Apostles led the church after Christ's death.*
5. Ny mpikambana rehetra no tokony hitory ny filazantsara.
   *All members should preach the gospel.*
6. i Thomas S. Monson no mpaminany ankehitriny.
   *Thomas S. Monson is the prophet today.*
7. i Petera no mamaky ny Bokin'i Môrmôna izao.
   *Peter is (the one) who is reading the Book of Mormon now.*
8. Ny Nefita no nisehoan'i Jesoa Kristy tany Amerika.
   *The Nephites were who Jesus Christ appeared to in America.*
9. Ny Apôstôly ve no mpisolo-vavan'A[tra] eto an-tany?
   *Are the Apostles God's mouthpiece here on earth?*
10. Iza no mila hatao batisa mba hiverina any amin'A[tra]?
    *Who needs to be baptized in order to return to God? (Answer the question by replacing **iza** with the best personal pronoun.)*

### D. Using Pronouns as Complex Agent Endings

For each of the following sentences translate the English into the Malagasy complex agent ending to fill the blank.

Example : Ny naman'ny fiangonana no tsidihi**<u>n'ny eveka sy izahay misionera</u>** rahariva.
*The investigator is who **we (missionaries) and the bishop** visit tonight.*

1. Inona no ataon-_____ amin'ny Alahady?
   *What do **you and your family** do on Sundays?*
2. Ahoana ny fahazoan_____ ny fampianaranay momba ny apôstazia?
   *How do **you both (married couple) and your friends** understand our teaching about the apostasy?*
3. Ny Bokin'i Môrmôna no fitaovana nampiasain-_____hitoriana ny famerenana amin'ny laoniny.
   *The Book of Mormon is the tool **my companion and I** used to preach the restoration.*
4. Ny FJKM no fiangonana atrehin-_____.
   *The FJKM (church) is the church **my in-laws and I** attend.*

Vocabulary Essential for this activity:

your family - *ny fianakavianao*
married couple - *mpivady*
your friends - *ny namanao*
my companion - *ny namako*
my in-laws - *ny rafozako*

### E. Common Errors

Figure out what is wrong with each sentence and why it is wrong. Then check your answer against the one listed in the answers section. The translation under the sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Manafana tena ***izaho** sady mianatra izaho amin'ny maraina.
   *I exercise and study in the morning.*
2. Misionera ***isika**.
   *We are missionaries.*
3. Mahatsapa ny Fanahy Masina izy rehefa mamaky ny Bokin'ny Môrmôna ***izy**.
   *He feels the Spirit when he reads the Book of Mormon.*
4. Avy aty ve ***ianao**?
   *Are you all from here?*
5. Mitory ny filazantsara ***isika**.
   *We (exclusive) preach the gospel.*
6. "Manahoana ***anao**?" "Tsara, ary ianao?"
   *"How are you?" "Good, and you?"*

### F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct use of a personal pronoun.

1. Aho dia Elder Smith.
2. Maty ho isika i Jesoa Kristy.
3. Hitahy anareo A[tra] raha hampiseho finoana Azy ianao.
4. Te-hanampy anareo isika.
5. Lavin'ny olona izy ireo (the Apostles).
6. Nanangana ny fiangonana diso izy ireo.
7. Novakiako ny Bokin'i Môrmôna aho.
8. Izy very hevitra momba ireo fiangonana diso ireo.
9. Narahin'izy ny didin'Andriamanitra.
10. Fantatra ny marina izy.

**G. Scripture Activities**

1. Look up 1 Ne. 3:13–15. On a separate sheet of paper write down each of the personal pronouns used in the scriptures. Do the same for the following scripture: Fotopampianarana sy Fanekempihavanana 128:15.
2. Look up two or three scriptures that you will use to teach today. List any topic pronouns used and why they were used. Discuss your list with your companion or a native speaker to make sure you understood why they were used. Use these pronouns appropriately as you share these verses today.

**H. Language Study Plan Activity**

"Actively listen," Bullet 3. Identify opportunities to listen to native speakers use personal pronouns today. Create two pronoun trees (like the Personal Pronouns tree in the box on page 15) in your planner on the notes page; one for regular personal pronouns and one for complex agent pronouns. Fill in the charts as you hear each of the forms used throughout the day. See how quickly you can hear all of the forms. As you hear each of the forms, ask yourself why they are used the way they are and seek to mimic the native speakers.

## Learning It with Your Companion

**I. *Preach My Gospel* Activity**

Turn to page 36 of *Torio Ny Filazantsarako*. Read the two paragraphs under the heading "Andriamanitra dia Ilay Raintsika be Fitiavana any An-danitra," paying special attention to the use of personal pronouns. Then answer the question below on a separate sheet of paper. Check your answer afterward to see how it compares to the one given in this book.

**Question:** Why are the personal pronouns *izy* and *isika* used so much in these two paragraphs?

Teach the principles in these two paragraphs to your companion as if he or she were a new investigator, paying special attention to your use of personal pronouns.

## Applying This Principle

With this principle, you will be able to teach a principle generally and then change the topic to the investigator so that you will be able to help them apply the principle in their lives and see how they need to live it. Use these pronouns to clearly define for an investigator what they need to do in their lives to come closer to Christ.

# Asking Questions

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| **What** are your thoughts about God? | **Inona** ny eritreritrao momba an'Andriamanitra? |
| Do you believe in God and Jesus Christ? | Mino an'Andriamanitra sy Jesoa Kristy **ve** ianao? |
| **How** can you find that out for yourself? | **Ahoana** no ahafahanao mahafantatra an'izany manokana? |
| **Why** do you feel that way? | **Nahoana** izany no zavatra tsapanao? |



**Explanation**

5a

The following are common question words in Malagasy. Notice that some have more than one form.

| | | |
|---|---|---|
| How | **Ahoana** | **Ahoana** no ahafantaranao izany?<br>*How do you know that?* |
| Why | **Nahoana** (in a full question) | **Nahoana** no maty ho antsika i Kristy?<br>*Why did Christ die for us?* |
| | **Fa nahoana?** (one word question) | Tsy namaky ve ianao? **Fa nahoana**?<br>*You did not read? Why (not)?* |
| What | **Inona** | **Inona** no fantatrao momba izany?<br>*What do you know about that?* |
| Who | **Iza** | **Iza** no nampianarinao?<br>*Who did you teach?* |
| Where | **Taiza** (past tense) | **Taiza** no nametrahanao ny soratra masina?<br>*Where did you put the scriptures?* |
| | **Aiza** (present tense) | **Aiza** ianao no mipetraka?<br>*Where do you live?* |
| | **Ho aiza** (future tense) | **Ho aiza** no hivory isika?<br>*Where will we meet (get together)?* |
| When | **Oviana** (past tense) | **Oviana** no natao batisa ianareo?<br>*When did you get baptized?* |
| | **Rahoviana** (future tense) | **Rahoviana** no afaka hiverina izahay?<br>*When will we be able to come back?* |

**Yes/No Questions**

5b

You can ask a yes/no question by simply putting the particle *ve* between the predicate and the topic. It basically asks, "Is this predicate true of this topic?"

| Predicate | + | *ve* | + | Topic ? |
|---|---|---|---|---|
| Namaky tao amin'ny Bokin'ny Môrmôna<br>*Read from the Book of Mormon* | | **ve**<br>*yes/no* | | ianao?<br>*you?* |
| *Did you read from the Book of Mormon?* | | | | |
| Hatao batisa<br>*Will be baptized* | | **ve**<br>*yes/no* | | ianao?<br>*you?* |
| *Will you be baptized?* | | | | |

The following examples demonstrate the patterns used when responding to yes or no questions.

Example:

| | | |
|---|---|---|
| Affirmative Response | → | **Eny**, namaky aho.<br>***Yes**, I read.* |
| Negative Response | → | **Tsia**, tsy namaky aho.<br>***No**, I did not read.* |

### *Inona* (What), *Iza* (Who), and *Ahoana* (How) Questions

5c

The answer to these three questions will be your topic. This means that the topic will not be in the actual question, so you must consider the relationship of the answer to the verb in the question to determine the voice of the question, as explained below:

- If you are asking for who or what is doing an action, the active is used.
- If you are asking for who or what is receiving an action, the passive is used.
- If you are asking for a circumstance around an action, the circumstantial is used. (This means that you will always use circumstantial with *ahoana* questions because these questions are always asking for the way something is done.)

| QW + *no* + Predicate ? | Answer (Topic) |
|---|---|
| Inona no **manahirana** anao? (Active)<br>*What is bothering you (making you busy)?* | **Manahirana** ahy ny lesona momba ny tontolon'ny fanahy.<br>*The lesson about the spirit world is bothering me.* ***(answer is doer → active)*** |
| Inona no **ataonao**? (Passive)<br>*What are you doing?* | **Ataoko** ny fampianarana ny filazantsara.<br>*I am (doing) preaching the gospel.* ***(answer is receiver → passive)*** |
| Inona no **anamboaranao** io? (Circumstantial)<br>*What do you make that with?* | **Anamboarako** io ny hazo.<br>*Wood is what I make that with.* ***(answer is circumstance → circumstantial)*** |
| Iza no **mampianatra** ny Sekoly Alahady? (Active)<br>*Who teaches Sunday School?* | **Mampianatra** ny Sekoly Alahady i Soeur Fanja.<br>*Sister Fanja teaches Sunday School.* ***(answer is doer → active)*** |
| Iza no **hitanao**? (Passive)<br>*Who did you see?* | **Hitako** ny filohan'ny tsatòka.<br>*I saw the stake president.* ***(answer is receiver → passive)*** |
| Iza no **nanaovanao** izany? (Circumstantial)<br>*Who did you do that for?* | **Nanaovako** izany ny naman'ny fiangonana.<br>*I did that for the investigator.* ***(answer is circumstance → circumstantial)*** |
| Ahoana no **ahatsapanao** ny Fanahy Masina? (Circumstantial)<br>*How do you feel the Holy Ghost?* | **Ahatsapako** ny Fanahy Masina ny famakiana ny Bokin'i Môrmôna.<br>*I feel the Spirit (by) reading the Book of Mormon.* ***(answer is circumstance → circumstantial)*** |

### *Nahoana* (Why), *Aiza* (Where), and *Oviana* (When) Questions

5d

These questions can be any voice or have none, depending on your topic. Most of the time they will be active and passive. But sometimes you may want to stress why, where, or when it was that something happened as opposed to who did/received the action, in which case you will use the circumstantial, and then there will be no topic.

QW + *no* + Predicate + (Topic)?

Nahoana no **zava-dehibe** ny manana mpaminany? (Adjective - No Verb Voice)
*Why is it important to have prophets?*

Nahoana no **nataonao** izany? (Passive)
*Why did you do that?*

Nahoana no **ankatoavantsika** ny didin'Andriamanitra? (Circumstantial)
*Why is it that we keep commandments of God? (Answer is topic → Circumstantial)*

Aiza no **mandeha** ny olon-dratsy aorian'ny fahafatesana? (Active)
*Where do the wicked go after death?*

Taiza no **hitan**'i Joseph Smith ny takelaka? (Passive)
*Where is it that Joseph Smith found the plates?*

Oviana no **very** ny fahafenoan'ny fahamarinana? (Circumstantial)
*When was the fullness of the truth lost? (Answer is topic → Circumstantial)*

Rahoviana no **hatao batisa** ianao? (Passive)
*When will you be baptized?*

5e

**Note**: When a question does not have a verb in it, the article *no* is not needed. (See "Articles: Using Definite Articles" for further explanation.)

| Example: | Inona ny finoana?<br>*What is faith?* | Inona io?<br>*What's that?* |
|---|---|---|

## Activities (p. 152)

### Learning It on Your Own

**A. Selecting Voice**

On a separate sheet of paper, write down which voice the verb in each question below will be in. Check your answers. Hint: look at the underlined topic for each sentence.

1. How do you pray? (The answer is the topic)
2. Where do you go to church?
3. What did you say? (The answer is the topic)
4. Who did he see? (The answer is the topic)
5. Why do we need the Book of Mormon?
6. What do you mark your scriptures with? (The answer is the topic)
7. Who made these? (The answer is the topic)
8. When did that happen?
9. What makes you happy? (The answer is the topic)
10. Who did Christ die for? (The answer is the topic)

**B. Fill in the Blank**

On a separate sheet of paper, write the question word that will appropriately fill in each blank. Check your answers.

1. __ no nandikan'i Joseph Smith ny Bokin'i Môrmôna?
   *How did Joseph Smith Translate the Book of Mormon?*
2. __ ianao no nanomboka nianatra momba ny fiangonanay?
   *When did you start learning about our church?*
3. __ no handeha isika rehefa maty?
   *Where will we go when we die?*
4. __ ianao no nipetraka taloha?
   *Where did you live before?*
5. __ no te-hihaino ny hafatray ianareo?
   *Why do you want to listen to our message?*
6. __ no hiara-hiangona aminay ianareo?
   *When will you go to church with us?*
7. __ ianao no miasa?
   *Where do you work?*
8. Tianao ve ny fianakavianao? __?
   *Do you love your family? Why?*
9. __ io?
   *Who's that?*
10. __ no ianaranao?
    *What are you studying?*

**C. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ahoana no ***mahafantatra** ny fahamarinana isika?
   *How do we know the truth?*
2. Inona no ***manao ianao**?
   *What are you doing?*
3. Nivavaka ***ve momba an'i Joseph Smith ianao**?
   *Did you pray about Joseph Smith?*
4. Iza ***no** ianao?
   *Who are you?*
5. ***Inona** ny anaranao?
   *What is your name?*
6. Tsy nahafantatra ***inona no tokony ataon**y i Joseph.
   *Joseph did not know what he should do.*

**D. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Inona no mahita ianao?
   *What do you see?*
2. Iza no mampianatra ianao?
   *Who are you teaching?*
3. Nahoana no miantso mpaminany ve Andriamantra?
   *Why does God call prophets?*
4. Ahoana no alain'Andriamanitra ny filazantsara?
   *How does God take away the gospel?*
5. Iza no nanampy ianao?
   *Who helped you?*
6. Amin'inona no nataonao izany?
   *What did you make that with?*
7. Inona no ny Tenin'ny Fahendrena?
   *What's the Word of Wisdom?*
8. Fantatrao fa marina ve ny Bokin'i Môrmôna?
   *Do you know that the Book of Mormon is true?*
9. Inona no azonao momba ny apostazia?
   *What do you understand about the apostasy?*
10. Iza no namerenan'Andriamanitra ny filazantsara?
    *Who did God restore the gospel through?*

**E. *Preach My Gospel* Activity**

In *Torio Ny Filazantsarako*, read all the questions that are the titles of each chapter and in the "Consider This" boxes. Note

what voice the verbs are in and why. Then identify an appointment today in which you could ask a number of questions and write out one question following each of the four patterns.

**F. Language Study Plan Activities**

1. "Memorize Vocabulary and Phrases," bullet 1. Identify an appointment you have today where you will likely need to use a number of questions. Look for five questions in the lessons or in your TALL VP book that you can use in this appointment; two questions that relate to following up on previous commitments, two that will relate to the doctrine you will teach, and one that will relate to the investigators feelings about the commitment you will extend. Memorize these phrases, then create five other questions for the lesson that are patterned after the ones you have memorized.
2. "Learn Grammar," bullet 2. Write out questions that you can use in your teaching today. Pay attention to what voice you use. Use them throughout the day and pay attention to the answers that investigators give to your questions. Did they make sense for the question you were trying to ask? Evaluate why the question was clear or not. Discuss this with your companion on the way home tonight.
3. "Actively Listen," bullet 1. Try to anticipate five questions an investigator would ask about a principle you will teach today.Write them out using the voice you think they would most likely use. Then, during the appointment, listen to the questions your investigator asks, paying attention to the voice they actually use. Try to determine why they used the voice they did, then imitate phrases and patterns that they used by writing five more questions that follow those patterns.

## Learning It with Your Companion

**G. Companion Activities**

1. First, pick a lesson that you will be teaching soon. Take turns asking and answering questions with your companion about the doctrines in that lesson.
   Second, read *Preach My Gospel* on p. 183 and identify the four different types of questions listed there. Try to ask questions that follow these principles and that you could use with your investigator today.
   Third, practice creating questions in the context of what you will be teaching today. See how many questions you can ask about these doctrines in ten minutes.
2. Think about the investigators that you are currently working with. Take turns asking and answering questions with your companion that you think your investigators will probably have about what you will teach them next. Think about how you will answer them.

## Learning It with a Native Speaker

**H. Native Speaker Activity**

First, identify a time when you could meet with a native speaker to get to know him better. Set an appointment with him and record it in your planner.

Second, identify a number of questions you could ask him to get to know him, as well as questions you anticipate he might ask to get to know you. Think of questions that might help you find out how he got interested in the church, where he first met the missionaries, what made him want to listen to them, what he liked most about the message, how he felt as they taught him, etc. Write down any questions that you would like him to model for you as well.

Third, as you meet with him, tell him that you would like to work on asking questions and that you want to see how he does it. Have him ask lots of questions to get to know you. Pay attention to the structure and verb voice used in the questions that he asks. Then ask him a number of the questions that you prepared.

Finally, get feedback on your questions. Ask him if there were any questions you used that sounded like a foreigner and how you could have asked them better. As you get to know him, really listen to what he says, as this may help you work with this member and build trust.

## Learning It in a Classroom or District Meeting

**I. Lesson Ideas**

1. Write a sentence on the board in Malagasy with a few nouns, like "Jesus paid the price of our sins for us." Practice questions and answers with the missionaries in the group, by asking questions targeting each noun in the sentence. You could ask questions such as:

   - Who did Christ pay the price of sin for?

- What did Christ pay the price of for us?
- etc.

Have the missionaries to ask others in the district similar questions. You can put up options of other nouns and verbs they can subsititute to keep from getting board. Make sure that the answers are in the correct form. (For example, if you ask who Christ paid the price of sin for, the answer should be topicalized saying, “We are the ones He paid the price of sin for,” with both question and answer in the circumstantial voice.

2. Have the missionaries in the district practice asking effective questions to get to know you as an investigator. Have them take turns going around the circle asking questions, building on your answer to the previous question and not repeating any, encouraging them to pay attention to the previous questions and listening to your answers. Answer appropriately for what they actually ask, not what they were trying to ask, if they mix up the voice of the verb or use the wrong question word. Act confused and ask them to repeat the question if they have a mismatch that doesn’t make sense.



## Applying This Principle

With this principle, you will be able to ask good questions that will “will help you understand interests, concerns, or questions that others have” (*Preach My Gospel*, 183). Applying this prinicple will help you make sure that your questions are clear and effective. As you ask questions when you teach, pay attention to how your investigators respond. Do they ever give an answer that isn’t what you expected for what you were trying to ask? Think about the voice of the verb and the question words that you used. Make sure you are putting the focus in the right place for what you want to find out about.

# Negation

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| Because of the lack of God's authority, people could **not** understand the scriptures. | Noho ny tsy fisian'ny fahefan'Andriamanitra dia **tsy** nahatakatra ny soratra masina ny olona. |
| They told Joseph that **none** of the churches was true. | Nilaza tamin'i Joseph Izy ireo fa **tsy nisy** fiangonana marina tamin'izy ireo. |

Being

**Explanation**

6a

Generally, to make a sentence negative in Malagasy, place the word *tsy* (**not**) in front of the predicate.

Example:

**Tsy** nihaino ny mpaminany ny olona.
*The people did **not** listen to the prophets.*

**Tsy** namaky ny Bokin'i Môrmôna ve ianao? Fa nahoana?
*You did **not** read the Book of Mormon? Why (not)*?*

***Note:** When using a negative open-ended question in Malagasy, adding negation is implied. (In the example above, *Fa nahoana* can mean both **why?** and **why not?** in Malagasy.)

***Tsy Misy (Tsisy)***

6b

*Tsy misy* (does not exist) and *tsisy* (contraction of *tsy misy*) are used with nouns in the present tense (instead of *tsy*). The present tense is *tsy misy/tsisy*, the future tense is *tsy hisy*, and the past tense is *tsy nisy*.

Examples:

Past

**Tsy nisy** fiangonana marina teto an-tany.
***There was no (none existed)** true church here on earth.*

**Tsy nisy*** nandany fotoana androany.
***No one (none existed who)** wasted time today.*

Present

**Tsy misy** zanak'Andriamanitra izay tsara kokoa noho ny hafa.
***No** child of God **(none exists)** is better than another.*

**Tsisy* [olona]** izay mahafanatra ny ao am-pontsika afa-tsy A[tra].
***Nobody (none exist who)** knows the thoughts of our hearts except God.*

**Tsisy* [zavatra]** tsy azontsika atao raha manam-pinoana isika.
***There is nothing (none exists that)** we cannot do if we have faith.*

**Tsy misy** fitsapana tsy azo zakaina.
***No** trial **(none exists that)** is impossible to be borne.*

Future

**Tsy hisy** famonjena raha tsy noho ny Mpamonjy.
***There would not be (none will exist)** salvation without the Savior.*

**Tsy hisy** laha-teny amin'ny Alahady noho ny Andron'ny Fifadian-kanina.
***There will not be (none will exist)** any talks on Sunday because of Fast Sunday.*

*If the noun is understood or implied, any form of *tsisy* can be used by itself.

Example: Tamin'ny fiangonana rehetra dia **tsisy** izay nanana ny fisoronana nandritra ny apôstazia.
*Of all the churches, **none (there was no church that)** had the priesthood during the apostasy.*

## Emphasizing Negation

You can emphasize negation by adding certain adverbs to the sentence. *Tsy* is still placed **before** the predicate, while adverbs used to emphasize negation are placed **between** the predicate and topic.

**tsy** + predicate + **emphasis word** + topic

| Emphasis Words | Meaning | Examples |
|---|---|---|
| **tsy**...**akory** | not...at all/ in no way | **Tsy** mpaminanin'Andriamanitra avokoa **akory** ny olona rehetra izay taomin'ny fanahy.<br>***Not (in no way)** all inspired individuals are prophets of God.* |
| **tsy**...**mihitsy*** | not...at all | Mety **tsy** mahafantatra mpikamban'ny fiangonana **mihitsy** ny naman'ny fiangonana.<br>*Your investigators may **not** know any church members **at all**.* |
| **tsy**...**intsony** | not...anymore | Nandritra ny Apôstazia Lehibe dia **tsy** teto an-tany **intsony** ny fahefan'ny fisoronana.<br>*During the Great Apostasy, priesthood authority was **not** here on earth **anymore**.* |
| **tsy**...**na inona na inona*** | nothing/ anything | **Tsy** manao **na inona na inona** Andriamanitra raha tsy hanambara izany amin'ny mpaminaniny.<br>*God will **not** do **anything (will do nothing)** if He does not reveal it to His prophets.* |
| **tsy**...**na rahoviana na rahoviana*** (in the future)<br>**tsy**...**na oviana na oviana*** (in the past) | never | **Tsy** tokony ho kivy **na rahoviana na rahoviana** isika.<br>*We should **never** be discouraged.*<br>**Tsy** miova **na oviana na oviana** Andriamanitra.<br>*God **never** changes.* |

***Note:** These do not have to be used strictly with negation; they can function in affirmative statements as well.

## Activities (see answers on pp 152-153)

### Learning It on Your Own

**A. Negate**

The following sentences contain incorrect doctrine. Negate the sentences so that they teach correct doctrine and write them on a separate sheet of paper. Check your answers.

For example:

Incorrect doctrine: Afaka niatrika fanaintainana i Adama sy Eva tao amin'ny Sahan'i Edena.
Correct doctrine: **Tsy** afaka niatrika fanaintainana i Adama sy Eva tao amin'ny Sahan'i Edena.

1. Mivily lalana ireo izay mihaino ny mpaminany.
   *Those who listen to the prophet go astray.*
2. Mahazo fitahiana ireo izay manilika ny filazantsara.
   *Those who reject the gospel receive blessings.*
3. Mpaminany daholo izay mahazo aingam-panahy.
   *All those who receive inspiration are prophets.*
4. Ny fiangonanay no mandray anjara amin'ny fampirafesana.
   *It is not our church that participates in polygamy.*
5. Nanana vatana nofo sy taolana isika tamin'ny fiainana talohan'ny nahaterahana.
   *We had bodies of flesh and bone during the pre-earth life.*
6. Teto an-tany ny filazantsara nandritra ny apôstazia.
   *The gospel was here on the earth during the apostasy.*
7. Nesorin'i Jesoa ny adidintsika tamin'ny alalan'ny Sorompanavotana.
   *Jesus removed our responsibility through the Atonement.*
8. Mahatsiaro ny fiainana talohan'ny nahaterahana isika.
   *We remember the pre-earth life.*
9. Ny olona rehetra no ho avotra.
   *All will be redeemed.*
10. Afaka nandroso i Adama sy Eva tao amin'ny Sahan'i Edena.
    *Adam and Eve could progress in the Garden of Eden.*
11. Nisy ny fisoronana nanatanterahana ny ôrdônansy nandritra ny apôstazia teto an-tany.
    *During the apostasy the priestood (that is used to perform ordinances) existed on earth.*
12. Mampiova ny fanahin'olona ny fahafatesana.
    *Death changes the spirit of men.*
13. Misy olona tanteraka maneran-tany.
    *There are perfect people throughout the earth.*
14. Miova ny fahamarinana arakaraky ny fotoana sy toe-javatra.
    *Truth changes according to time and circumstance.*

**B. Fill in the Blank**

On a separate sheet of paper, write the negative word that completes each sentence. Check your answers.

1. ___ misy tanteraka akory amintsika.
   ***None of us (there exists none)*** *are perfect.*
2. ___ misy zava-dehibe amintsika ankoatra ny fianakaviana.
   ***Nothing is (there exists no)*** *more important to us than family.*
3. Na dia voan'ny fakam-panahy aza i Jesoa dia ___ mba nilefitra.
   *Even though Jesus was tempted He* ***did not*** *give up.*
4. Nandritra ny apôstazia ___ nisy na iray aza izay nanana ny fisoronana.
   *During the apostasy* ***no one (there existed none who)*** *had the priesthood.*
5. Raha mihaino ny mpaminany isika dia ___ ho voasariky ny hevitr'izao tontolo izao.
   *If we listen to the prophet then we will* ***not*** *be led away by the ideas of this world.*
6. ___ mba ho tafiditra ao amin'ny fanjakan'Andriamanitra ny zava-maloto.
   *Filthy things will* ***not*** *enter into the kingdom of God.*
7. Nilaza an'i Joseph i Jesoa fa ___ tokony hikambana tamin'ireo fiangonana sasany.
   *Jesus said to Joseph that (he) should* ***not*** *join any of those churches.*
8. ___ afaka hiaraka amin'Andriamanitra isika raha ___ amin'ny alalan'ny Mpamonjy.
   *We* ***cannot*** *be with God* ***unless (if not)*** *through the Savior.*

**C. Matching**

Match the most appropriate negation emphasis word to each sentence.

Sentences

1. ___ afaka hiverina amin'A[tra] _____ isika raha tsy amin'ny alalan'i Kristy.
   *In no way can we return to God unless (if not) through Christ.*
2. ___ fahasambarana _____ ny faharatsiana.
   *Wickedness was never happiness.*
3. ___ tokony hisotro toaka na hihinana paraky _____ ianao alohan'ny batisanao.
   *You should not drink alcohol or use (eat) tobacco anymore before your baptism.*
4. ___ miova _____ A[tra].
   *God never changes. / God will never change.*
5. ___ midika _____ ny tenin'ny misionera raha tsy amafisan'ny Fanahy.
   *The words of the missionaries mean nothing unless confirmed by the Spirit.*

Emphasis Words

**tsy**...**akory**

**tsy**...**mihitsy**

**tsy**...**intsony**

**tsy**...**na inona na inona**

**tsy**...**na rahoviana na rahoviana**

**tsy**...**na oviana na oviana**

**D. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Tsy misy olona ***tsy** afaka manompo tompo roa.
   *No man can serve two masters.*
2. Ny fahotana no manakana antsika ***hiverina** eo anatrehan'A[tra].
   *Sin prevents us from returning to God's presence.*
3. ***Tsy** olona tanteraka.
   *No one is (there exists no one) perfect.*
4. Tsy misy fakam-panahy ***ho azo zakain'ny** olona.
   *No temptation is impossible to overcome.*
5. ***Tsy** zava-dehibe kokoa aminay noho ny fianakaviana.
   *There is nothing more important for us than our families.*
6. Tsy tokony ho very finoana ***na oviana na oviana** isika.
   *We should never lose faith.*
7. Manakana antsika tsy ***hiverina** any amin'A[tra] ny fahafatesan'ny vatana.
   *The death of the body prevents us from returning to God.*
8. Tsy misy olona ***sarobidy** amin'Andriamanitra.
   *There is nobody that is insignificant to God.*
9. Nandritra ny apôstazia ***nisy** fiangonana nanana fahefana.
   *During the Apostasy, no church had authority.*
10. Tsy ho very fitahiana ianao raha ***tsy** manaraka ny didy.
    *If you obey the commandments, you will not lose any blessings.*

**E. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Misy fisalasalana amiko hoe marina ve ny fiangonana.
   *There is a doubt in me that the church is true.*
2. Tsy tokony hiharihary mihitsy isika momba an'A$^{tra}$.
   *We should not worry at all concerning God.*
3. Tsy misy fakam-panahy lehibe loatra ho an'Andriamanitra.
   *There is no temptation too big for God.*
4. Tsy tanteraka ny batisa raha tsy miampy ny Fanahy Masina.
   *Baptism is not complete without the Holy Ghost.*
5. Fa maninona no tanteraka ny adidintsika?
   *Why are our responsibilities not fulfilled?*
6. Tsy manome didy ny Tompo raha efa nanomana lalana.
   *God does not give a commandement unless He has prepared a way.*
7. Tsy misy zavatra azo raha tsy manampy Andriamanitra.
   *Nothing can be obtained if God does not help.*
8. Aza mba very finoana.
   *Never lose faith.*
9. Mila atao batisa ny zazakely.
   *The baby needs to be baptized.*
10. Tsy misy tsy sarobidy amin'Andriamanitra.
    *There is no one without worth to God.*
11. Nanana fahotana i Jesoa Kristy.
    *Jesus Christ did not commit sin(s).*
12. Tsy mpikambana ve ny namany?
    *Is not his friend a member?*
13. Tsy misy zavatra ho azontsika raha avy amin'ny alalan'ny Sorompanavotana.
    *We will have nothing without the Atonement.*
14. Tsy hisy ho avotra mihitsy raha noho i Jesoa Kristy.
    *Surely no one will be saved except through Jesus Christ.*

**F. Scripture Activity**

The following scriptures contain negations. On another piece of paper, write down the phrases in these verses that use negation. Check your answers. Write out two sentences that will help you share these passages with one of your investigators and practice sharing them with your companion.

Heb. 5:4 1 Ne. 3:7

Amos 3:7 2 Ne. 26:24

**G. Lesson Plan Activity**

Using negation, create a lesson plan for the Word of Wisdom that you can use with one of your current investigators. Include at least one scripture that uses negation. Have your companion or a native speaker check your lesson plan. Practice teaching your lesson plan to your companion in the role of your investigator. Personalize your teaching to that investigator and get feedback afterwards on how well you used negation.

## Learning It with Your Companion

**H.** Tell your companion as many things as you can that missionaries should not do. (Example: We can not go swimming - *Tsy mahazo mandeha milomano isika*) Get feedback on your use of negation from your companion.

**I.** On a separate piece of paper, write down six habits that you and your companion want to change. Use negation in writing your goals. (Example: We should not teach for longer than 45 min. - *Tsy tokony hampianatra mihoatran'ny 45 minitra*.)

## Learning It in a Classroom or District Meeting

**J.** Use negation when you teach other principles. Have the missionaries in the district practice making negative versions of the sentences that use during practice activities.

## Applying This Principle

With this principle you will be able to clearly talk about what the gospel is and isn't and what people should and shouldn't do in order to come closer to their Savior.

# Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

**Asking about and expressing a state of being**

- Topicalization
- Asking Questions
- Personal Pronouns
- Negation



## Activities (see answers on p. 153)

### Reviewing on Your Own

**A. Error Correction**

On a separate sheet of paper, rewrite the paragraph, correcting all 8 of the errors in it. Check your answers.

Andriamanitra ilay Raintsika any an-danitra. Zanany antsika. Ananana vatana nofo sy taolana izay feno voninahitra sy tanteraka Izy. Tia antsika Azy. Miara-mitomany amintsika Azy rehefa mijaly isika. Faly Izy rehefa anaovana ny marina isika. Te-hifandray amintsika Izy ary afaka mifandray Aminy isika amin'ny alalan'ny vavaka avy amin'ny fo. Mino an'Andriamanitra ianao? Inona amin'ny fiainanao no aseho fa tia anao Andriamanitra?

**B. Error Correction**

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Isika zanak'A$^{tra}$.
2. Nanao tsy nanaraka ny mpaminany ny olona.
3. Misy Apôstazia rahoviana lavin'ny olona ny mpaminany.
4. Inona no mahatsapa ianao momba an'izany?
5. Tsapa fa marina izany aho.
6. Tia isika A$^{tra}$.
7. Maty ho antsika ny Tompo Jesoa Kristy.
8. Namono ny olon-dratsy Izy.
9. Oviana no hatao batisa ianao?
10. Vonona hatao batisa ianao?
11. Eny, vonona hatao batisa aho.
12. Tsy miova na oviana na oviana A$^{tra}$.
13. Inona no manao ianao raha voan'ny fakam-panahy?
14. Zanak'A$^{tra}$ izahay, ary afaka hiverina aminy.
15. Anao ve ny naman'i Frère Rasolondrainy?
16. Niantso i Jesoa Kristy ny Apôstôly.
17. Fa nahoana no mila finoana an'i Jesoa Kristy isika?
18. Mahafantatra ahoana mivavaka ve ianareo?
19. Tsy misy zavatra tsy vitantsika amin'ny finoana.
20. Fantatra aho fa tia antsika A$^{tra}$ sy Jesoa Kristy.
21. Zavatra inoan'ianao sy ny fianakavianao ve izany?
22. Ny Fiangonana marina.
23. Mpaminany marina i Joseph Smith.
24. Tsy maintsy manaraka izy isika.
25. Tsy nanana fiangonana marina eto an-tany.
26. Ve vita batisa ianao?
27. Iza namerina ny filazantsara?
28. Ahoana no hahafantatra momba ny fahamarinana ianao?
29. A$^{tra}$ Ô, mba tahio isika amin'ny fanomezam-pahasoavana.
30. Mihamahay teny Malagasy ianareo.

**C. Translation**

On a separate sheet of paper, translate the words in parentheses into Malagasy. Check your answers. Say each of the sentences out loud and get feedback from a native speaker on your pronunciation. It is assumed that you know or can find the necessary vocabulary to complete these sentences.

1. Irak'i Jesoa Kristy (*we*).
2. Afaka hampiatra ny Sorompanavotana (*we*) rehetra.
3. (*The people established*) ny fiangonana diso maro.
4. (*Does not change*) ny fahamarinana na oviana na oviana.
5. Tokony (*respect/honor*) an'A$^{tra}$ isika.
6. Izao tontolo izao no (*where*) ivoarantsika amin'ny drafitr'A$^{tra}$.
7. (*Where*) no mandeha ny fanahy rehefa maty?
8. (*I do not understand*) ny fanontanianao.
9. (*I did not*) namaky ny enti-mody.
10. Misionera (*my companion and I*).
11. (*You* – singular) ve Fidy?
12. Zanak'Andriamanitra (*you* – plural).
13. (*Not*) hisarka amin'ny vatana (*anymore*) ny fanahy.
14. (*Where*) no mipetraka ny namanao?
15. (*There is*) fotoana hafa hampianaranay olona amin'izao.
16. (*A great blessing*) ny Fanomezana ny Fanahy Masina.
17. Zanak'Andriamanitra (*we*).
18. Azafady indrindra, fa tara kely (*we*).

**D. Scripture Activities**

1. Read Matio 16:13–18. Note how these verses use personal pronouns, topicalization, and questions to discuss who Christ is. Write out a summary of what happens in the verses from a third-person point of view, paying special attention to how you use these grammar principles as you tell who the Apostles said that Christ is. Have your companion check your summary. Think of an investigator who could benefit from these verses and teach this passage to your companion as if he or she were that investigator. Get feedback on your use of personal pronouns, topicalization, possession, and forming questions.
2. Read Jaona 14:4–6 and write down the phrases and sentences that use negation, questions, and personal pronouns. Check your answers. Then use these verses to describe who Christ is as you teach your companion the principle "Afaka Ho Voadio amin'ny Otantsika Isika amin'ny Alalan'i Kristy." Get feedback on your use of these grammar principles and your pronunciation.
3. Read Môrônia 7:16–17 and write down the sentences that use negation. Check your answers. Then use these verses to describe who the Holy Ghost is as you teach your companion the principle "Ny Fanomezana ny Fanahy Masina" as if he or she were one of your investigators. Get feedback on your pronunciation and your use of negation.

**E. Writing Activities**

1. Using personal pronouns, topicalization, and negation, write a paragraph with Heavenly Father as your topic (for example, *Raintsika be fitiavana...*) and what he **is not** (for example, *Fanahy...*). Using as many question words as you can (*what, how, where*, etc.), write questions that you could use to check investigator understanding after you have taught him or her your paragraph about Heavenly Father.
2. Use personal pronouns, negation, and topicalization to write a paragraph about "Ny Fiainantsika eto An-tany." Write about who we are, why we are here, and what we should and should not do in order to return to live with God. Write 5 questions that you could ask to check for understanding. Have your companion or a native speaker check your questions and then practice teaching the principle as if he or she were your investigator.

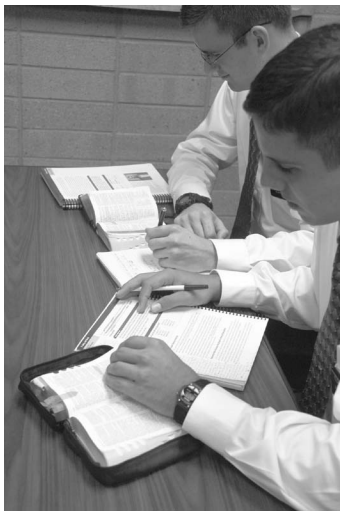
**F. Reading Activity**

With your companion, read the section "Ny Fanahy Masina" on pages 107–108 of *Torio ny Filazantsarako*. After each paragraph, summarize what you read in your own words. Focus on using personal pronouns, topicalization, and negation correctly as you describe who the Holy Ghost is. Get feedback on those principles. Also ask your companion several questions about each paragraph, focusing on correctly formulating questions.

## Reviewing with Your Companion

**G. Companion Activities**

1. Using personal pronouns, topicalization, and negation, write out a lesson plan for the first two principles of lesson one. Focus on describing who God is and what the teachings of the gospel that bless families are. Include several questions in your plan. Pay close attention to topicalization. Have your companion check your lesson plan for grammar and vocabulary. Then practice teaching your plan to your companion or a native speaker as if he or she were a new investigator. Get feedback on your pronunciation.
2. With your companion, go through the first lesson and write down three questions that you could ask for each principle. Use topicalization, negation, and personal pronouns in your questions. Practice alternating principles and asking each other the questions you created.
3. Make three new outlines as you are inspired for door approaches or street contacts. Practice them with your companion or a native speaker. Focus on clearly stating who you are and what your purpose is, as well as finding out who the people are and what their interests are. Use personal pronouns and questions correctly. Get feedback on how well you used each of these principles and how clear your introduction was.



## Reviewing with a Native Speaker

**H. Native Speaker Activity**

Prepare a language study plan to describe your family to a native speaker. Talk about the characteristics of each member of your family and what your family means to you. Relate what you talk about to the principle "Mitahy ny Fianakaviana ny Filazantsara." Focus on using topicalization, personal pronouns, and negation. Quantify your goal to communicate these things by setting a specific number of sentences and vocabulary words you will learn. As you share what you have prepared, get feedback on your grammar.

**Asking about and expressing**

# Possession or Ownership



## Purpose

This section will help you talk about to whom something belongs or what someone has; for example, **whose** baptism is coming up, or what blessings **you have** in your life. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- How have you felt **His** love in **your** life? (Possession and agent endings)
- **Whose** children are we? (Possession and agent endings)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, followed by common missionary tasks they will help you perform. Note that this list is not comprehensive but is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point is the title of the principle of task that it relates to.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What is our relationship to God?)
- Our Life on Earth (What do we have to help us in this life?)
- The Atonement (What did Christ do for us?)
- Through Christ We Can Be Cleansed from Sin (How does Christ remove our sins?)
- Repentance (How do we repent of our sins?)
- Baptism (What is our part of the covenant we make? What is God's part?)
- Pray Often (How do we receive answers to our prayers?)
- Study the Scriptures (How do the scriptures help us with problems in our lives?)
- The Law of Chastity (What does chastity include besides keeping our actions pure?)
- The Law of Tithing (From where does everything we have come? On what do we pay ten percent?
- The Law of the Fast (How does fasting strengthen our prayers? What can we fast for?)

Tasks from Missionary Vocabulary and Phrase Book

- Obtain Referrals (Who are their friends? What are their interests?)
- Offer a Prayer (How do we express our gratitude, thoughts, and desires to God?)

# Possession & Agent Endings

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| We will be rewarded according to **our** works. | Isika dia homena valisoa arakaraky ny asan**tsika**. |
| We thank Thee for **Thy** Son Jesus Christ. | Misaotra anao izahay noho ny Zana**kao** i Jesoa Kristy. |
| Eternal life is to receive **God's** glory. | Ny fiainana mandrakizay dia ny fahazoana ny voninahi**tr'**A[tra]. |

**Explanation**

Possession

7a

Possessive and agent endings in Malagasy are spelled the same. They are used, however, in different circumstances. The possessive endings are always attached to nouns, implying possession, and the agent endings are always attached to passive or circumstantial verbs, implying who did the action:

Examples:

| | |
|---|---|
| Noun | Nitahy ny fianakavia**ko** ny filazantsara**n'i** Jesoa Kristy.<br>*The gospel **of** Jesus Christ has blessed **my** family.* |
| Passive | Novonoi**n'ny olon-dratsy** ny Tompo.<br>*The Lord was killed **by the evil men**.* |
| Circumstantial | Hiverena**ntsika** any amin'A[tra] ny Sorompanavotana.<br>*The Atonement is the **way we return** (for our returning) to God.* |

**Possessive & Agent Endings**

The following charts below provide examples of the spelling changes associated with making nouns possessive or adding agents (doers of the action) to verbs. There are also some words, like agent nouns, which use the direct object pronoun to show possession. An example of this is *ny mpitarika antsika* (our leaders) (see "Creating Nouns from Verbs" for further explanation).

7b

**Pronoun Possessive & Agent Endings**

| -NA and other endings<br>Example word for *-na*: **finoa<u>na</u>** (faith) | | -KA endings<br>Example word for *-ka*: zana**<u>ka</u>** (child) | | -TRA endings<br>Example word for *-tra*: fanta**<u>tra</u>** (to be known) | |
|---|---|---|---|---|---|
| finoa**<u>ko</u>** | *my faith* | zana**<u>ko</u>** | *my child* | fanta**<u>tro</u>** | *I know* |
| finoa**<u>nao</u>** | *your (singular) faith* | zana**<u>kao</u>** | *your (singular) child* | fanta**<u>trao</u>** | *you know* |
| finoa**<u>ny</u>** | *his/her/its/their faith* | zana**<u>ny</u>** | *his/her/its/their child* | fanta**<u>ny</u>** | *he/she/it/they know(s)* |
| finoa**<u>ntsika</u>** | *our (inclusive) faith* | zana**<u>tsika</u>** | *our (inclusive) child* | fanta**<u>tsika</u>** | *we (inclusive) know* |
| finoa**<u>nay</u>** | *our (exclusive) faith* | zana**<u>kay</u>** | *our (exclusive) child* | fanta**<u>tray</u>** | *we (exclusive) know* |
| finoa**<u>nareo</u>** | *your (plural) faith* | zana**<u>kareo</u>** | *your (plural) child* | fanta**<u>trareo</u>** | *you (plural) know* |
| finoa**<u>n'izy ireo</u>** | *their faith* | zana**<u>k'izy ireo</u>** | *their child* | fanta**<u>tr'izy ireo</u>** | *they know* |

**Other Possessive & Agent Endings**

7c

| -NA and other endings<br>finoa**<u>na</u>** (faith) | | -KA endings<br>zana**<u>ka</u>** (child) | | -TRA endings<br>fanta**<u>tra</u>** (to be known) | |
|---|---|---|---|---|---|
| finoa**<u>n'dRabe</u>** | *Rabe's faith (R- names)* | zana**<u>n'dRabe</u>** | *Rabe's child (R- names)* | fanta**<u>n'dRabe</u>** | *Rabe knows (R- names)* |
| finoa**<u>n'i Alma</u>** | *Alma's faith (proper names)* | zana**<u>k'i Alma</u>** | *Alma's child (proper names)* | fanta**<u>tr'i Alma</u>** | *Alma knows (proper names)* |
| finoa**<u>n'ny olona</u>*** | *the people's faith (common nouns)* | zana**<u>ky ny olona</u>*** | *the people's child (common nouns)* | fanta**<u>try ny olona</u>*** | *the people know (common nouns)* |
| finoa**<u>n'A[tra]</u>** | *God's faith* | zana**<u>k'A[tra]</u>** | *God's child* | fanta**<u>tr'A[tra]</u>** | *God knows* |

***Note:** The *ny* and *-y ny* are removed when using indefinite nouns or agents (see "Articles" for an explanation of "indefinite").
Example: finoa**<u>n'olona</u>** *(someone's faith)*; zana**<u>k'olona</u>** *(someone's child)*; fanta**<u>tr'olona</u>** *(someone knows)*

There are also some situations where indefinite nouns lead to letter changes (see "Compound Words and Letter Changes").
Example: vidi**n**-**ts**akafo *(food's price)*

## *An'iza* (whose)?

Another way to indicate possession is by saying **mine, yours, ours,** etc. The corresponding question is *an'iza?* (**whose?**).

7d

| Possessive Pronouns | | | | Examples |
|---|---|---|---|---|
| *mine* | **an'ahy** | **antsika**<br>**anay** | *ours (inclusive)*<br>*ours (exclusive)* | **Antsika** ny fanapahan-kevitra hankato.<br>*The decision to obey is **ours**.* |
| *yours (singular)* | **anao** | **anareo** | *yours (plural)* | **Anao** ity Bokin'i Môrmôna ity.<br>*This Book of Mormon is **yours**.* |
| *his/hers/its* | **an'azy** | **an'azy ireo** | *theirs* | **Anareo** ny andraikitra.<br>*The responsibility is **yours**.* |
| *Rabe's* | **an'dRabe** | **an'i Alma** | *Alma's* | **An'i Jesoa Kristy** ny fiangonana.<br>*The Church is **Jesus Christ's**.* |
| *the people's* | **an'ny olona** | **an'Andriamanitra** | *God's* | **An'Andriamanitra** ny fahalalana rehetra.<br>*All knowledge is **God's**.* |

The noun can be omitted if it is implied.

7e

Example: Mipetraka an-drenivohitra ny fianakaviako. Ary **ny anao**?
*My family lives in the capital. And yours (your family)?*

## Activities (see answers on pp. 153-154)

### Learning It on Your Own

**A. Add the Correct Possessive Ending**

On a separate sheet of paper, write the possessive construction that would complete each sentence. Check your answers.

1. Izy no zanaka___ i Andry.
   *He is Andry's son.*
2. Hiaraka amin'ny fianakaviana ___ *(our, incl.)* hatrany isika.
   *We will be with our families forever.*
3. Tokony hihaino ireo mpitarika ___ *(our, incl.)* isika.
   *We should listen to our leaders.*
4. Raha tia an'A[tra] ianao dia araho ny didy ___ *(His)*.
   *If you love God keep His commandments.*
5. Antsoy ilay namana ___ *(your, sing.)* hivavaka.
   *Call your friend to come to Church (to pray).*
6. Sarobidy ny hafatra ___ *(our, excl.)*.
   *Our message is of great value.*
7. Manana mpaminany velona ny fiangonana ___ *(our, excl.)*.
   *Our church has a living prophet.*
8. Ny namana ___ *(my)* no mampianatra ny lesona.
   *My companion will teach the lesson.*
9. Ho any an-trano ___ *(your, pl.)* izahay amin'ny fito.
   *We will come to your house at seven.*
10. "Misaotra fa nizara ny finoana ___ *(your, pl.)*."
    *Thank you for sharing your beliefs.*
11. Inona no fantatra ___ *(you, pl.)* momba ny Fiangonana ___ *(our, excl.)?*
    *What do you know about our Church?*
12. Tsy nanaraka an'ny ray ___ *(his)* i Lamana.
    *Laman did not follow his father.*
13. ___ *(mine*) ilay Bokin'i Môrmôna navela teto.
    *The Book of Mormon that was left here is mine.*
14. Mila mahery ny finoana ___ *(your, pl.)*.
    *Your faith needs to be strong.*
15. ___ *(our, incl.)* ireto boky ireto.
    *These books are ours.*
16. Firy ny nomerao telefaonina ___ *(our, incl.)*?
    *What is our phone number?*
17. Afaka ___ *(your, pl.)* ireo fitahiana ireo.
    *Those blessings can be yours.*
18. Adiresy ___ *(your, pl.)* ve ity?
    *Is this your address?*
19. Andraikitra ___ *(our, incl.)* ny manomana ny dobo.
    *It is our responsibility to prepare the font.*
20. Safidy ___ *(your, sing.)* ny mamaky ny Bokin'i Môrmôna.
    *It is your choice to read the Book of Mormon.*
21. Hoy i Kristy hoe: " ___ *(mine) ireo izay mandre ny teniko.*"
    Christ said "Those who hear my voice are mine."
22. Zanaka ___ *(your, pl.)* ho mandrakizay ireo ankizy ireo.
    *Those children will be yours forever.*

**B. Translate the Following**

The following activity assumes that you know about passive and circumstantial verbs. Translate the English verb and agent (both in parenthesis) into Malagasy, and add the correct agent ending to each.

1. Ireo izay nanana finoana no ___ (to heal, Christ).
   *It was those that had faith that Christ healed.*
2. ___ (to kill, the evil men) Izy.
   *He was killed by evil men (people).*
3. Ahoana no ___ (to know, we) ny fahamarinana?
   *How do we know the truth?*
4. ___ (to strengthen, God) ny valinao isaky ny mamaky.
   *God will confirm (strengthen) your answer each time you read.*
5. Raha marina izany, dia tokony ___ (to obey, we).
   *If that is true, then we should obey (it).*
6. ___ (to remove, God) ny filazantsara amin'izay.
   *At that point, God takes away (removes) the gospel.*
7. ___ (to reveal, the prophets) ny filazantsara.
   *The gospel is revealed by the prophets.*
8. ___ (to preach, us missionaries) izao ilay izy.
   *Now it is preached by us missionaries.*
9. ___ (to invite, we) ianareo hampihatra ilay hafatray.
   *We invite you to apply our message.*
10. ___ (to love, we) ianareo, ka tia anareo ho faly izahay.
    *We love you, so we want you to be happy.*

**C. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Iza** ny safidy malalaka nomen'A[tra] antsika?
   *Whose is the agency God gave us?*
2. Very ny ***bokin'ahy**.
   *My book is lost.*
3. ***Fitahiana antsika** ny fiainana.
   *Our life is a blessing.*
4. Hampitombo ny ***fijoroana ho vavolombelonay** ny vavaka.
   *Prayer will increase our testimonies.*
5. i Kristy no ***hiverenan'isika** any an-danitra.
   *(Through) Christ is the way we return to heaven.*
6. Ahoana no ***ahafantarana ianao** fa marina ny Fiangonana?
   *How can you know that the Church is true?*
7. Nitahy ny ***fianakavianako** ny filazantsara naverina.
   *The restored gospel has blessed by family.*
8. ***Fantatranao** ve ny fiangonanay?
   *Are you familiar with our Church?*
9. Mankasitraka ny ***fitahiana** avy amin'A[tra] izahay.
   *We are grateful for our blessings from God.*
10. Afaka manao lesona any ***an-trano** ve izahay?
    *Can we have a lesson at your house?*
11. ***Mivavatsika** amin'A[tra], fa tsy amin'ny Mpamonjy.
    *We pray to God, not to the Savior.*
12. Efa ***namakiko** ny Bokin'i Môrmôna.
    *I have already read the Book of Mormon.*
13. ***Zanak'i Andriamanitra** ara-bakiteny i Jesoa Kristy.
    *Jesus Christ is the literal Son of God.*
14. ***Tahiantsika A[tra]** rehefa mamaky ny soratra masina.
    *We are blessed by God when we read the scriptures.*

**D. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. An'Andriamanitra ny vatantsika.
   *Our body is of God (belongs to God).*
2. Ohatra lehibe amiko ny ray.
   *My father is a good example for me.*
3. Manampy amin'ny fanapahan-kevitrantsika ny Fanahy.
   *The Spirit helps in our decisions.*
4. Misy sakana ao amin'ny fiainanantsika tsirairay avy.
   *There are oppositions in each of our lives.*
5. Miteny Anglisy ihany koa ny evekay.
   *Our bishop speaks english as well.*
6. Tokony hampitomboina ny fitoriantsika ny filazantsara.
   *We should magnify our gospel preaching.*
7. Tsara raha manaraka ny hevitra nomeko izy.
   *It is good to follow the idea he/she gave.*
8. Mila ampiantsika ireo rahalahy izay mandalo fahoriana.
   *We need to help those who are going through suffering.*
9. Ity ny soratra masina farany tia aho.
   *This is my favorite scripture.*
10. Mahazo tonga amin'ny fialam-boly ve ny namana?
    *Can my friend come to the activity?*
11. Namaly ny vavaka nataoko Andriamanitra.
    *God answered my prayers.*
12. Amin'ny Alahady ho avy ny batisa.
    *This coming Sunday is his/her baptism.*
13. Sarobidy ireo tenin'ny mpaminaninay.
    *Our (incl.) prophets words are precious.*
14. Tiantsika Andriamanitra.
    *We love God.*
15. Hahazonao ny Fanomezana ny Fanahy Masina.
    *You will receive the Gift of the Holy Ghost.*
16. Nampianatray azy ny Lesona Faharoa.
    *We taught him the Second Lesson.*

**E. Scripture Activities**

1. Read 3 Ne. 18:21. Write down the four possessive endings. Check your answers. Then use this verse with your companion to practice teaching the principle of family prayer. Personalize the scripture for one of your investigator families.

2. Read Alma 34:20–27. Write down the eighteen possessive endings. Check your answers. Create a lesson plan about prayer for one of your investigators and include these verses in it. Personalize it for one of your investigators, by changing the possessive endings, and include a commitment to pray daily. Practice teaching your plan to your companion who will play the role of that investigator and get feedback on how well you used possessives and agent endings.

**F. Language Study Plan Activities**

1. "Actively listen," bullet 1. Listen to how natives express possession throughout the day. Recreate the possession charts in this lesson and fill them out with possession you hear for each of the endings. Write down five phrases natives use that you would not have used. Review these phrases with your companion at the end of the day.
2. "Learn grammar," bullet 2. Prepare 5–10 sentences using possessives or agent endings that you can use in your scheduled activities today. Have your companion check your sentences. Practice using them throughout the day.



## Learning It with Your Companion

**G.** Talk about your blessings with your companion. Focus on using possessives and agent endings correctly and get feedback from your companion.

Example: Be dia be ny fitahiana efa azo**ko** avy tamin'Andriamanitra.
*There are many blessings that **I** have received from God.*

**H.** With your companion, practice talking about your new investigators as you would during a ward council meeting. Tell what you know about their children, friends, job, hobbies, etc., using the appropriate possessives and agent endings. Get feedback from your companion.

Example: Samy lahy daholo ny zana**ny** fito.
*Each of **his** seven children are boys.*

## Learning It with a Native Speaker

**I.** Look through the list of members in your ward from the area book. Identify a less active family that you don't know. Prepare to get to know them. Write down at least 10 questions that use possessives to ask about their work, interests, and family, as well as their conversion, their baptism and other events in their lives that might be spiritually significant. Also, make sure you are prepared to share about you and your companion, and about the success you are having right now. When you visit them and ask them your questions, pay attention to their answers. Identify when they use possessive endings. Do they always use them when you would use a possessive in English? Do they ever use them with words you wouldn't expect?

## Applying the Principle

With this principle, you will be able to apply the doctrines and principles of the gospel to the lives of the people you teach. You will help them see how it has relevance for their families, their life and their struggles. Each time that you teach, make sure that you personalize your message and seek to meet the needs of those you teach, so that they may commit to live in accordance with the gospel and come closer to the Savior. If you are really focused on the needs of others you will find it hard not to teach without the use of this grammar prinicple.

**Asking about and**

# Describing Objects, People, and Their Characteristics

## Purpose

This section will help you talk about what something is like, such as talking about what God is like and what His characteristics are. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this section.

- Christ has **a** central role in **the** plan of salvation. (Articles)
- Families can be **eternal**. (Adjectives)
- Through **faith** we can be saved (Creating Nouns from Verbs)
- **This** life is the time to prepare to meet God. (Demonstratives)
- Through the **Atonement** of Jesus Christ, we become **born again**. (Compound Words and Letter Changes)
- The scriptures **that we have marked** will teach you more about faith. (Relatives)



## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- God Is Our Loving Father in Heaven (What are God's characteristics? What is He like?)
- The Great Apostasy (What was it like during the apostasy? What kinds of things were taught?)
- The Restoration of the Gospel (Describe Joseph Smith. What was it like where he lived?)
- The Book of Mormon (How would I describe the Book of Mormon and bear testimony about it?)
- Pray to Know the Truth (What does the Spirit feel like?)
- Our Life on Earth (How would I describe this life?)
- Spirit World (What is the spirit world like?)
- Kingdoms of Glory (What are the three kingdoms like?)
- Word of Wisdom (What should we avoid taking into our bodies?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Get to Know Someone (What kind of person are they? What is their family like?)
- Make a Purchase (How would I describe what I want to buy?)
- Meet Someone (What do I want them to know about who we are? Can I describe them to someone else?)

# Articles

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| **The** parable in Mark tells about **a** father and his son. | **Ny** fanoharana ao amin'ny Marka dia mitantara momba **ilay** ray sy ny zanakalahiny. |
| We are representatives of **the** Lord Jesus Christ. | Izahay dia solontenan'**i** Jesoa Kristy Tompo. |
| Jesus Christ is **the** Son of God. | **I** Jesoa Kristy dia **ilay** Zanak'Andriamanitra. |
| We can know through the Holy Ghost that the Book of Mormon is true**.** | Amin'ny alalan'ny Fanahy Masina **no** hahafahantsika mahafantatra fa marina ny Bokin'i Môrmôna. |

**Explanation**

In Malagasy, nouns are preceded by articles. Articles help to point out whether nouns are specific or non-specific.

8a

**Definite vs. Indefinite Articles**

Describing

**The** and **a(n)** are examples of definite and indefinite articles respectively.

| | Singular | | | | Plural | |
|---|---|---|---|---|---|---|
| Definite | **ny** *the* (for verbs) | **no** *the one* (for nouns) | **ilay** *the previously mentioned / the one and only* | **i (name)** (person) | **ny** *the* | **ireo** *the* |
| Indefinite | **(nothing)** *a / an* | | | | **(nothing)** *some* | |

8b

**Using Definite Articles**

Definite articles indicate a specific noun, and should always be used unless you want to say "a" or "some", or if a demonstrative is involved (see "Demonstratives" for more information). For example: **the book** refers to a specific book, not just any book.

The topic of a sentence is always definite except for when the verb *misy* (to exist) is used. Pronouns and titles are already definite and do not need an article.

Examples:

| | | |
|---|---|---|
| *ny* | Mila **ny*** finoana **ny** misionera.<br>***The** missionaries need (**the)** faith.* | Manampy antsika foana **ny** mpikambana!<br>***The** members always help us!* |
| *no* | i Jesoa **no**** Kristy.<br>*Jesus is **the (one and only)** Christ.* | Ny fiantrana **no** mitarika amin'ny fahafoizana.<br>*Charity (is **the (one)** [thing] that) leads to sacrifice.* |
| *ilay* | **Ilay** Raintsika any an-danitra A[tra].<br>*God is **our (one and only)** Father in Heaven.* | Nanampy ahy **ilay** soratra masina.<br>***The (previously mentioned)** scripture helped me.* |
| *i (name)* | Novonoin'ny olon-dratsy **i Jesoa Kristy**.<br>***(name) Jesus Christ** was killed by the evil people.* | Nihinana ilay voankazo **i Adama sy Eva**.<br>***(name) Adam and Eve** ate the fruit.* |
| *ny (plur.)* | Namitaka olo-marina **ny** mpaminany sandoka.<br>***The** false **prophets** deceived good people.* | Avy amin'A[tra] **ny** soratra masina.<br>***The** scripture**s** are from God.* |
| *ireo* | Halalino ny tenin'**ireo** mpaminany velona.<br>*Search the words of **the (more than one)** living prophet**s**.* | Maro **ireo** fiangonana diso.<br>*There are many **(more than one)** false churche**s**.* |

***Note:** In this example, an article is added to make *finoana* (faith) definite. It is not "a faith" or "some faith" so an article **must** be added to make it definite, even if an article would not be used in English. Likewise, any definite noun **must** have an article.

****Note:** The article *no* is unique because it is followed by a relative clause that acts as the topic.

8c

Example: Iza **no [olona izay] nandeha tany am-piangonana**?
*Who **[was the person who] went to church**?*

Izaho **no [olona izay] nandeha tany am-piangonana**!
*I **[was the person who] went to church**!*

The topic is the "old information" in the sentence (the bolded words above), and the predicate would be the "new" (the underlined words above). We already know that someone went to Church (topic - old info), but we just found out that it was "I" (predicate - new info).
As shown in the example above, when a question has a verb in it, the article *no* is needed.

### Using Indefinite Articles

8d

**A/an** and **some** are indefinite articles. Indefinite articles indicate that the noun is non-specific. For example, **a book** does not refer to a specific book; any book will do.

In Malagasy, there is no indefinite article. The lack of a definite article will give the indefinite meaning.

Examples:

| | |
|---|---|
| *a / an* | Nisy tovo-lahy very hevitra momba ny fivavahana.<br>*There was [no written article] young boy who was confused about religion.* |
| *some* | Nanangana fiangonana diso ny olona.<br>*The people established [no written article] false churches.*<br>Nisy mpaminany sandoka.<br>*There were (some) [no written article] false prophets.* |



### The Article with Verbs

8e

Verbs also can act as nouns (called a gerund), and when doing so, must use the definite article *ny*. In the sentences below, *mivavaka* and *mianatra* are acting as topics.

Examples:

Ilaina **ny mivavaka isan-andro**.
***Praying daily** is essential.*

Manampy ahy betsaka **ny mianatra**.
***Studying** helps me a lot.*

Isaky* **ny manota** isika dia tsy maintsy mibebaka.
*Every time we **sin** we must repent.*

***Note:** Any time you use *isaky* (each/every time) with a verb, the verb acts as a gerund because it is a definite noun.

## Activities (see answers on p. 154)

### Learning It on Your Own

**A. Using *no***

Translate the following sentences from English to Malagasy using the article *no* appropriately.

1. What is your name?
2. Jesus Christ is our (one and only) Savior.
3. Who led Christ's Church after the death of the apostles?
4. How can you know the truth of the Book of Mormon?
5. The Church of Jesus Christ of Latter-day Saints is the (one and only) true church.
6. What do you believe?
7. Why does God allow His children to suffer?
8. The righteous (are the ones who) will dwell in God's presence eternally.
9. Baptism is the gate we must enter to gain eternal life.
10. Where do you all live?

**B. Using Articles with Verbs**

Fill in the blank with the translation of the bolded noun in the English translation:

1. Manampy manatanjaka ny fijoroantsika ho vavolombelona _____ ny soratra masina.
   ***Reading** the scriptures daily helps strengthen our testimonies.*
2. Afaka hahatsapa ny fitaoman'ny Fanahy Masina bebe kokoa isika isaky _____ am-pinoana.
   *We can feel the promtings of the Holy Ghost more every time we **fast** with faith.*
3. Ny atao hoe: "mamerina amin'ny laoniny" dia _____ zavatra iray araka ny endriny tena izy.
   *To "restore" means **restoring** something to its original form.*
4. Anisan'ny andraikitry ny misionera _____.
   ***Bearing testimony** is one of the roles of missionaries.*
5. _____ ny olom-belona ny sitrapon'A[tra] ny andraikitry ny mpaminany.
   *The role of the prophets is **making known** the will of God to men.*

### C. Dialogue

Complete the following dialogue by writing the missing article on a separate sheet of paper. A translation of each sentence is provided. If no article is needed, put an "x".

Nanambara **1.**___(the) filazantsarany tamin'ny mpaminany **2.**___ (person) Jesoa Kristy isaky ny fotoampitantanana.
*Jesus Christ reveals His gospel to the prophets in each dispensation.*

Misy **3.**___(a) fanambarana **4.**___(of the) filazantsara isaky **5.**____ misy **6.**___ (a) mpaminany.
*The gospel is revealed every time there is a prophet.*

**7.**___(The) mpaminany dia mampianatra **8.**___(the) fahamarinana.
*The prophets teach the truth.*

Nefa lavin' **9.**___ (some) olona **10.**___ (the previously mentioned) fampianaran'izy ireo.
*However some people rejected the their teachings.*

Rehefa manilika **11.** ___(the) filazantsara **12.** ___ (those) olona dia manomboka **13.**___(the) apôstazia iray.
*When the people reject the prophets, then an apostasy begins.*

Tapitra mandrakariva amina **14.**___(a) fiverenana **15.**___ (the) filazantsara amin'ny laoniny **16.**___(the) apôstazia.
*The apostasy always ends with a restoration of the gospel.*



### D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. *__Isam-potoana__ handeha any am-piangonana aho dia...
   *Each time I go to church...*
2. Mahazo ny *__Fanomezan'ny__ Fanahy Masina aorian'ny batisantsika isika.
   *After our baptisms we recieve the Gift of the Holy Ghost.*
3. Nisy *__ny fiangonana__ diso maro natsangana nandritra ny Apôstazia Lehibe.
   *There were many false churches established during the Great Apostasy.*
4. Rehefa lavin'olona ny mpaminany dia avy *__ny apôstazia__.
   *When people reject the prophets an apostasy comes.*
5. Hisy *__ny fifaliana__ lehibe rehefa tonga indray ny Tompo.
   *There will be great joy when the Lord comes again.*
6. Afaka hiverina any *__amin'i A__[tra] ny olona rehetra raha mampihatra ilay Sorompanavotana.
   *All men can return to God if they apply the Atonement.*

### E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Iza no anaranao?
   *What is your name?*
2. Tsy mba miova fahamarinana.
   *The truth never changes.*
3. Mpikambana ilay namany.
   *His friend is a member.*
4. Ao amin'ny Jaona 1:5 ilay soratra masina.
   *The scripture is in James 1:5.*
5. Mandeha an-tany hafa foana apôstoly.
   *The apostles travel a lot.*
6. Manao ahoana zaza marary?
   *How is the sick child doing?*
7. Fitsipika tena zava-dehibe fahafolonkarena.
   *Tithing is an important principle.*
8. Antso avy amin'Andriamanitra asa misiônera.
   *Missionary work is a call from God*.

### F. Scripture Activity

Read Mosiah 4. Think of an investigator who could benefit from King Benjamin's teachings. Write a simple summary of the chapter focusing on what you would say to that investigator to teach him or her what King Benjamin taught. Have your companion or a native check what you wrote for correct use of articles. Practice teaching King Benjamin's words to your companion as if he or she were the investigator.

**G. *Preach My Gospel* Activity**

Turn to pages 37 and 38 in *Torio Ny Filazantsarako*. Read the section entitled *Mitahy ny Fianakaviana ny Filazantsara* and identify all of the 42 definite articles and the 8 spaces that imply indefinite articles. Check your answers in the back. Discuss your answers with a native speaker or your companion. (Remember that demonstratives take the place of definite articles.)

**I. Language Study Plan Activities**

1. "Actively listen," bullets 1 and 3. Throughout the day, listen to how others are using articles when they speak. Imitate in your mind the phrases you hear that use articles. Write down at least five phrases that use articles in a way that you normally would not. Ask your companion at the end of the day if you heard them correctly.
2. "Learn grammar," bullet 2. Practice writing your testimony in Malagasy on a separate sheet of paper using at least 10 sentences. Have your companion check your sentences focusing on your usage of articles. After you have corrected any potential mistakes, record your testimony in a copy of the Book of Mormon and write in your planner to share it with someone in the next two days.

**Applying This Principle**

With this principle, you will be able to clearly identify what you are talking about and referring to, including talking about a principle in general or a specific application of it.

# Adjectives and Adverbs

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| **Spiritual** death keeps us from becoming like our **Heavenly** Father. | Ny fahafatesana **ara–panahy** dia manakana antsika tsy ho lasa tahaka ny Raintsika **any** an–danitra. |
| Our purpose **here on** earth is to prepare to meet God. | Ny tanjontsika **eto** an–tany dia ny hiomana hihaona amin'Andriamanitra. |
| Faith helps us to heal others **spiritually** and **physically**. | Ny finoana dia manampy antsika hanasitrana ny hafa **ara–panahy** sy **ara–batana**. |

**Explanation**

An **adjective** describes a person, place, or thing.

9a

Examples: ... ny fiangonana **marina** ...
*... the **true** church ...*

**Lava** i Elder Smith.
*Elder Smith is **tall**.*

Describing

**Note:** Adjectives derived from verbs are just passive in Malagasy. (See "Relative Clauses" for complex adjective formation.)

**Position of Adjectives**

9b

In Malagasy, the adjective is usually placed after the noun that it describes.

| | |
|---|---|
| ... mpaminany **marina** ...<br>*... a true prophet ...* | ... ny olona **ratsy** ...<br>*... the wicked people ...* |
| ... ry Rainay **any an-danitra** ...<br>*... our Heavenly Father ...* | ... ny fitsipika **zava-dehibe** ...<br>*... the important principles ...* |

Remember that there is no verb **to be** in Malagasy; therefore an adjective alone can be the predicate.

Example: **Fohy** i Elder Smith.
***Short*** *Elder Smith. (Elder Smith is **short.**)*

**Adjective Doubling**

9c

When adjectives are doubled, their meaning is lessened to a degree. (See "Word Combinations and Letter Changes" for an explanation of possible letter changes when doubling adjectives.)

Example: tsara → tsaratsara
*good* *kind of good*
ratsy → ratsiratsy
*bad* *kind of bad*

**Compound Adjectives**

9d

As shown in the pattern below, adding an adjective before a noun creates an adjective relative to the meaning of the noun:

| **adjective** | noun | → | new adjective |
|---|---|---|---|
| **be**<br>*much* | fitiavana<br>*love* | → | be fitiavana<br>*loving* |
| | fiantrana<br>*charity* | → | be fiantrana<br>*charitable* |
| **maty**<br>*deceased* | vady<br>*spouse* | → | maty vady<br>*to be widowed/a widower* |
| **diso**<br>*false* | fanantenana<br>*hope* | → | diso fanantenana<br>*disappointed* |
| **very**<br>*lost* | finoana<br>*faith* | → | very finoana<br>*faithless* |
| **feno**<br>*full* | fifaliana<br>*joy* | → | feno fifaliana<br>*joyful* |

### Tenses of Adjectives

9e

Adjectives can have present and future tense in Malagasy. The present tense is inherent in the adjective itself while the future tense is formed by placing *ho* before the adjective. The tense takes on a meaning similar to **will be** in English as the table below demonstrates:

Examples:

Rehefa mifarana ity fiainana ity dia **ho faty** ny olon-drehetra.
*At the end of this life everyone **will die (will be dead)**.*

**Ho faly** isika amin'ny andro farany raha mankato ny didin'A[tra].
*We **will be happy** in the last day if we obey God's commandments.*

### Adverbs

9f

An adverb of manner tells **how** an action is done. An action can be done **kindly**, **seriously**, **quickly**, **easily,** etc. In English, these adverbs end in *-ly*. In Malagasy, adverbs are positioned directly after the verb they modify.

Some Malagasy adverbs are formed by attaching *amina* (with/in/by) to a noun, meaning something is done with a particular quality. Both *amin-* and *am-* are acceptable abreviations of *amina*.

Examples:

Tokony hivavaka **amin-kitsimpo*** isika.
*We should pray **sincerely (with sincerity)**.*

Tokony handeha **am-pinoana***, fa tsy **am-pahitana*** isika**.**
*We should walk **by faith**, not **by sight.***

***Note:** See "Compound Words & Letter Changes" for an explanation of how to attach *amina* to nouns.

Other Malagasy adverbs are actually adjectives that are placed directly after the verb and act as adverbs:

Examples:

Tokony hivavaka **mafy** isika.
*We should pray **hard**.*

Tokony handeha **malaky**, fa tsy **mora** isika.
*We should go **quickly**, not **slowly**.*

## Activities (see answers on pp. 154-155)

### Learning It on Your Own

**A. Find the Adjective**

Each sentence has one adjective. Write the adjective in both Malagasy and English on a separate sheet of paper.

1. Be finoana ny apôstôlin'i Jesoa Kristy.
   *The apostles of Jesus Christ have a lot of faith.*
2. Misy zavatra betsaka nianariko tany am-piangonana.
   *There are many things I learned at church.*
3. Mahery vaika ity boky ity.
   *This book is very powerful.*
4. Manana fijoroana ho vavolombelona matanjaka aho.
   *I have a strong testimony.*
5. Tena tsara izany fanontanianao izany.
   *That is a very good question.*
6. Mampianatra momba ny Raintsika be fitiavana izahay.
   *We teach about our loving Father.*
7. Manan-danja lehibe amiko ilay tantara.
   *This story is very meaningful for me.*
8. Faly aho rehefa mankato.
   *I am happy when I obey.*
9. Toko fohy ity.
   *This is a short chapter.*
10. Resaka mivantana amin'Andriamanitra ny fanambarana.
    *Revelation is direct communication with God.*

**B. Adjective Placement**

On a separate sheet of paper, write the sentence in Malagasy using the correct adjective. Be careful to place the adjective in its proper position. Check your answers after you finish. You may also do this activity out loud with your companion.

1. Nephi's parents were good people.
2. My family is very large.
3. Those who obey God receive many blessings.
4. Our bishop is an honest man.
5. She is a widow.
6. Christ is full of love for all of God's children.
7. We need to develop a lot of patience in our lives.
8. We should read a little from the holy scriptures at least once a day.
9. He has a strong desire to share the gospel.
10. We need to pray sincerely in order to gain a powerful testimony.

### C. Creating Adverbs

Create an adverb from each noun by adding a form of *amina* to it. Determine what each adverb means and check your answers.

1. hitsim-po *(sincerity)*
2. fahatezerana *(anger/wrath)*
3. fanetrentena *(humility)*
4. hafetsena *(cunningness)*
5. fandinihana *(thought/pondering)*
6. hery *(power)*
7. fitiavana *(love)*
8. fifaliana *(joy)*
9. fahamarinana *(truth/righteousness/justice)*
10. fitsitsiana *(frugality)*

Now create a sentence for each one of these adverbs that you can use when teaching today and check them with your companion or a native speaker. Use the sentences in your teaching.

For example: Tokony hiaina am-pitsitsiana ianareo mpivady mba hanangona vola handehanana any amin'ny tempoly.
*The two of you (you married couple) should live frugally to set aside money to go to the temple.*



### D. Fill in the Blank

Select an appropriate adjective or adverb from the box on the right for each sentence. Write each on a separate sheet of paper or do the activity out loud with your companion. Check your answers after you finish. More than one adjective may be correct. Afterwards, try to complete the sentences using other adjectives not listed below. Have your companion or a native speaker check your sentences.

1. Zavatra _____ ny ôrdônansy ao amin'ny tempoly.
   *The ordinances in the temple are _____ (things).*
2. Nivavaka _____ i Jesoa Kristy tao amin'ny Zaridainan'i Getsemane.
   *Jesus Christ prayed _____ in the Garden of Gethsemane.*
3. i Satana dia manome hevitra _____ ho antsika zanak'olombelona.
   *Satan gives _____ thoughts to us the children of men.*
4. Hitako fa tena _____ ity soratra masina ity.
   *I feel (I see) that this scripture is very _____.*
5. Tokony hivavaka _____ isika.
   *We should pray _____.*
6. Nanatanteraka ny Sorompanavotana _____ i Kristy.
   *Christ accomplished the _____ Atonement.*
7. Raha ny marina, _____ ny fiainana.
   *As a matter of fact (if the truth), life is _____.*
8. Miaina ao amin'ny fotoampitantanana _____ isika.
   *We live in a/the _____ dispensation.*
9. Nianatra zavatra _____ tao am-piangonana androany aho.
   *I learned something _____ in church today.*
10. Tsy mila atao _____ loatra ny lesona, fa tsotra ihany.
    *The lesson does not need to be too _____, just simple.*
11. _____ ny lalana hiverenana amin'A[tra].
    *The path to return to God is _____.*

marina *(true)*
mafy *(hard)*
sarotra *(difficult)*
tsara *(good)*
ratsy *(bad)*
lava *(long)*
mivantana *(direct)*
lehibe *(great/large)*
masina *(holy)*
lava *(long)*
farany *(final)*
ara-panahy *(spiritual)*
amim-panetrentena *(humbly)*

### E. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Fantatro fa ny Bokin'i Môrmôna ***marina**.
   *I know that the Book of Mormon is true.*
2. Manana ***matanjaka** fijoroana ho vavolombelona aho.
   *I have a strong testimony.*
3. Misaotra ***maro** noho ny fanampianao.
   *Thank you very much for your help.*
4. ***Marina** mpaminany i Joseph Smith.
   *Joseph Smith is a true prophet*
5. Andriamanitra ***be fitiavana**.
   *God is loving.*

**F. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Fantatro fa mpaminany marina i Joseph Smith.
2. Ireo fitahiana mahafinaritra azo rehefa manaraka an'Andriamanitra isika.
3. Raha ny Bokin'i Môrmôna marina dia Joseph Smith marina.
4. Nampianatra tena mazoto olona izahay.
5. Tiako ny mitazana ireo tempoly tena kanto be.
6. Feno Fanahy Masina aho raha mampianatra.
7. Mahazo fitahiana maro ireo izay mankato ny didin'Andriamanitra.
8. Manao fotsy tanteraka akanjo rehefa atao batisa ianao.
9. Afaka hanana fifaliana feno isika rehefa hahazo ny fiainana mandrakizay.
10. Tadiavo ao amin'ny boky manga ny valiny.
11. Zava-dehibe ho an'i Lehia ny soratra masina.
12. Ray fitiavana Andriamanitra.

**G. Scripture Activities**

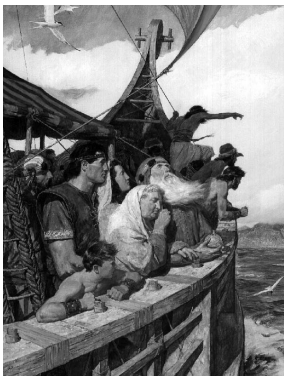
1. Read 3 Ne. 11:3. What adjectives does the verse contain and how are they used to describe the voice the people heard? Read 2 Ne. 4:17 and do the same activity using these adjectives describe to your companion the still, small voice.
2. Read Alma 36:20–21 and note how Alma describes his feelings before and after repenting. Describe to your companion the feelings that people have before and after they have truly repented.



## Learning It with Your Companion

**H. Practice Describing**

1. Choose 1–3 subjects related to what you will be teaching your investigators, such as "faith", "repentence", etc. Think of 5–10 adjectives that describe those subjects, and 3 adverbs that modify the actions, then write them down. You may need to use a dictionary to help you. Practice teaching these topics to your companion using the adjectives you learned. Get feedback on the appropriateness and placement of the adjectives.
2. Think of a figure from the scriptures (for example, Nephi) that you would like to talk about with a specific investigator. Have your companion act as that investigator, and, using adjectives, describe the figure from the scripture in as much detail as possible. Relate the character to your investigator and show what it has to do with him or her.
(A variation of this might be to describe a specific figure from the scriptures but not say who it is, and have your companion guess who it is.)
3. Open one of the pamphlets for the lessons and use as many adjectives as you can to describe each picture in the pamphlet to your companion as if he or she were seeing the pictures for the first time as an investigator.
4. Look up adjectives to describe one of your investigators to your companion in as much detail as you can. Include the investigator's needs in your description.



## Learning It with a Native Speaker

**I.** Choose something you struggle describing (a part of a lesson, something from an experience you would like to share, a parable from the scriptures, etc). Ask a native speaker to show you how they might describe it. Pay close attention to what adjectives they use and how they use them. Then practice sharing it with them and have them give you feedback on how clear it was.

## Learning It in a Classroom or District Meeting

**J.** Hand out pictures from the gospel art kit to each companionship. Have the missionaries take turns giving describing statements such as "The grass is green," or "The tree is big," where the adjective is used as a verb. Make sure they are putting the adjective before the noun, as it is acting as the verb of the sentence. Then have them tell the companion to look at something in the pictures using the phrase, "Jereo ny (noun) (adjective)," like "Jereo ny ondry mainty." Discuss with the group why in these sentences the adjective goes after the noun and before the noun in the previous set.

## Applying This Principle

Understading this principle will help you describe things clearly when you teach. Things will be clear because you understand where the adjectives go in the sentence. You will be able to be specific when referring to objects and people and help others clearly understand.

# Creating Nouns from Verbs

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| **Faith** leads us to **action** and sincere **repentance**. | Mitondra antsika any amin'ny **fanaovana** asa sy **fibebahana** amin–kitsimpo ny **finoana**. |
| Members make **donations** by **completing** a donation slip. | Ny mpikambana dia manolotra ny **fanomezana** amin'ny alalan'ny **famenoana** ny taratasy firaketana ny fanomezana. |
| **Having faith** in Christ includes believing that He is the **Savior** of the world. | Ny **fananana finoana** an'i Jesoa Kristy dia ahitana ny finoana fa Izy dia ilay **Mpamonjy** an'izao tontolo izao. |
| The scriptures are written records about the **prophets**' **teachings**. | Ny soratra masina dia rakitsoratra momba ny **fampianaran**'ny **mpaminany**. |

**Explanation**

Many of the nouns in Malagasy are created from verbs. The following charts show how to create them.



## *F* Nominalizations

### Active Nouns (Nouns of Habit)

10a

Nouns of habit express a **way** or **manner** of doing something in a general sense. These are formed by taking the active form of the verb and replacing the *m-* with *f-*. Often, the word *fomba* is used in front of a noun of habit to show that it is a way of doing something; however, it is not essential to the structure.

Examples:

| | | |
|---|---|---|
| **manao**<br>*to do* | → | **(fomba) fanao**<br>*a manner, a custom* |
| **miteny**<br>*to say* | → | **(fomba) fiteny**<br>*a way of speaking* |
| **mijery**<br>*to look* | → | **(fomba) fijery**<br>*a way of looking* |

These nouns of habit can also indicate a **tool** or **instrument** used to do the action.

Examples:

| | | |
|---|---|---|
| **mitsipika**<br>*to underline* | → | **fitsipika***<br>*a principle (an underlining point)* |
| **manondro**<br>*to point* | → | **fanondro***<br>*an index finger (the finger that points)* |
| **mamaky**<br>*to chop* | → | **famaky***<br>*an axe (the tool that chops)* |

*Keep in mind that these nouns can also signify a way or manner of doing something (in addition to a tool or instrument), such as a way of pointing or a manner of chopping.

### Circumstantial Nouns

10b

Circumstantial nouns have a very broad spectrum of meaning because they indicate **time**, **place**, **reason**, **manner**, etc. To create a circumstantial noun, take the circumstantial verb form and add *f-* (For more information on how to form the circumstantial voice, see "Circumstantial Verbs").

Examples:

| | | | | |
|---|---|---|---|---|
| **mibebaka**<br>*to repent* | → | ibebahana | → | **fibebahana**<br>*repentance* |
| **mino**<br>*to believe* | → | inoana | → | **finoana**<br>*faith* |
| **mankato**<br>*to obey* | → | ankatoavana | → | **fankatoavana**<br>*obedience* |
| **miasa**<br>*to work* | → | iasana | → | **fiasana**<br>*work place (a place for working)* |
| **miangona**<br>*to gather/go to church* | → | iangonana | → | **fiangonana**<br>*church (a place for gathering/going to church)* |

### Gerunds

Gerunds are the *-ing* nouns in English (For example: "By **praying** about the Book of Mormon, I learned it is true!"). For this reason they often are confused with present progressive verbs (*-ing* verbs) in English (For example: I am **working)**. However, they must be preceded by a preposition to act as a gerund in the predicate. They are formed following the exact pattern as circumstantial nouns.

Examples:

| |
|---|
| Maneho ny fitiavany antsika A[tra] amin'ny alalan'ny **fiantsoana** mpaminany.<br>*God shows His love for us by **calling** prophets. (following a preposition)* |
| Mandray anjara ao amin'ny drafitr'Andriamanitra isika amin'ny alalan'ny **fahazoana** vatana.<br>*We participate in God's plan by **obtaining** a body. (following a preposition)* |
| Mety mbola hanota isika na dia aorian'ny **fibebahana** tamin'ny fahotantsika aza.<br>*We may still sin even after **repenting** for our sins. (following a preposition)* |
| Amin'ny alalan'ny **fandraisana** ny fanomezana ny Fanahy Masina dia lasa teraka ara–panahy indray isika.<br>*By **receiving** the gift of the Holy Ghost we become spiritually reborn. (following a preposition)* |
| Zava-dehibe ho an'ny drafitry ny famonjena ny **fandefasan**'A[tra] ny Zanany.<br>*God's **sending** His Son is important for the plan of salvation. (gerund is topic)* |





### Agent Nouns

Agent Nouns indicate a person who is the doer of the verb. To make the doer of the verb insert *-p-* after the *m-* of an active verb. To make these possessive, either the possessive endings or direct object pronouns are used. If the possessor receives the action of the verb used to form the agent noun, use the direct object pronoun.

Examples:

| | | | Possession: |
|---|---|---|---|
| **maminany**<br>*to prophecy* | → | **mpaminany**<br>*prophet* | ny mpaminani**ntsika**<br>*our prophet* |
| **mamonjy**<br>*to save* | → | **Mpamonjy**<br>*Savior* | ny Mpamonjy **ahy**<br>*my Savior (the person who saves me)* |
| **manavotra**<br>*to redeem* | → | **Mpanavotra**<br>*Redeemer* | ny Mpanavotra **antsika**<br>*our Redeemer (the person who redeems me)* |
| **mampianatra**<br>*to teach* | → | **mpampianatra**<br>*teacher* | ny mpampiana**tr'izy ireo**<br>*their teacher* |

## Activities (see answers on p. 155)

### Learning It on Your Own

**A. Creating Active Nouns**

Create an active noun from each verb listed below and determine its meaning. Check your answers. Create at least one sentence for each noun that you can use in your teaching today. Have your companion or native speaker check them.

1. mahita *(to see)*
2. mamaky *(to read)*
3. mihetsika *(to move)*
4. mampiasa *(to use)*
5. manda *(to reject)*
6. mahary *(to create)*
7. mamaly *(to answer)*
8. manadio *(to clean)*
9. manala *(to remove)*
10. manoratra (*to write)*

**B. Creating Circumstantial Nouns**

Create circumstantial nouns from the following verbs and give possibilities of what it could mean. Check your answers. Create at least one sentence for each that you can use in your teaching today. Have your companion or native speaker check them.

1. mijaly *(to suffer)*
2. manampy *(to help)*
3. manasitrana *(to heal)*
4. manararaotra *(to take advantage of)*
5. miroborobo *(to grow)*
6. mijanona *(to stop)*
7. mankato *(to obey)*
8. manatanteraka *(to fulfill)*
9. manaintaina *(to hurt)*
10. mieritreritra *(to ponder)*
11. mahita *(to see)*
12. mamaky *(to read)*
13. mihetsika *(to move)*
14. mampiasa *(to use)*
15. manda *(to reject)*
16. mahary *(to create)*
17. mamaly *(to answer)*
18. manadio *(to clean)*
19. manala *(to remove)*
20. manoratra (*to write)*

### C. Identifying Verb-Noun Relationships

Determine if the following words are verbs or nouns, and identify their meaning. If it is a verb create the noun and if it is a noun create the verb. Check your answers.

1. fananana
2. mahamarina
3. fiainana
4. mahasarotra
5. mandroso
6. fikasana
7. fanambarana
8. fitoriana
9. mijery
10. mahavery

### D. Fill in the Blank

Use the word in parentheses to create a circumstantial noun to complete the sentence. Check your answers.

Example: Ilaina ny _____ (mamerina) amin'ny laoniny ny fahamarinana.
Ilaina ny famerenana amin'ny laoniny ny fahamarinana. *A restoration of the truth is needed.*

1. Tsy maintsy manana ny _____ (maniry) hanompo an'A[tra] ianao.
   *You must have the desire to serve God.*
2. Ny _____ (maharitra) hatramin'ny farany no dingana fahadimy ao amin'ny filazantsara.
   *The fifth step in the gospel is enduring to the end.*
3. Mahazo _____ (mitahy) avy amin'Andriamanitra isika amin'ny alalan'ny vavaka ataontsika isan'andro.
   *We receive blessings from God through our daily prayers.*
4. Anisan'ny didin'A[tra] dia mitaky ____ (mahadio) eo amin'ny eritreritra sy ny fihetsika.
   *One of God's commandments requires cleanliness of thoughts and actions.*
5. Ny fibebahana dia _____ (miomana) ho amin'ny batisa sy ny fandraisana ho mpikambana.
   *Repentence is a preparation for baptism and confirmation.*
6. Ny fontsika dia hahazo fahatsapana mitondra _____ (miadana), sy _____ (mifaly) ary _____ (mitia).
   *Our hearts receive feelings of peace, joy, and love.*
7. Ny finoana dia mitaky ____ (miankina) amin'A[tra].
   *Faith requires trust in God.*
8. Manampy ny fijoroanao ho vavolombelona ny _____ (mahatakatra) avy amin'ny soratra masina.
   *An understanding from the scriptures helps your testimony.*

### E. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Fantatro fa ny ***Mpamonjiko** i Jesoa Kristy.
   *I know that Jesus Christ is my Savior.*
2. Amin'ny alalan'ny ***manaraka** ny filazantsara no ahatakarantsika ny fistipika ao anatiny.
   *It is by living the gospel that we can comprehend the principles within it.*
3. Afaka haneho ny ***tiantsika** an'A[tra] amin'ny alalan'ny ***mankato** ny didiny.
   *We can show our love for God by obeying His commandments.*
4. ***Mpitarikay** amin'ny paroasy ny eveka.
   *The bishop is our leader in the ward.*
5. Ny ***Mpisava ny lalana** anay i Jesoa Kristy.
   *Jesus Christ is our pioneer (the clearer of our path).*

### F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Mitondra fifaliana ny asan'ny misionera.
2. Manome mitarika ny filazantsara.
3. Mahazo ny manome ny Fanahy Masina isika aorian'ny batisa.
4. Nanao fiovana lehibe izy.
5. Mitondra mijaly ny fahotana.
6. Nampiseho nanaja an'ny Rainy i Jesoa Kristy.
7. Miteraka misintona ny fakam-panahy.
8. Tsapako ny fankaherezan'ny tso-drano nomenao ahy.
9. Manao mampianatra isan-tokantrano ny lehilahin'ny fisoronana.
10. Tsy tokony hanana eriteritry ny mitsiriritra ny fananan'ny olon-kafa isika.

**G. Preach My Gospel Activity**

Read the selection below from *Torio ny Filazantsarako* (*Mianara ny Soratra Masina*, p. 87) and find the 15 different circumstantial nouns used in the following paragraph. Try to determine their meaning. Check your answers.

*"Ny Soratra masina dia rakitsoratra nosoratana momba ny fifandraisan'Andriamanitra tamin'ireo zanany arak'izay voarakitry ny mpaminany tamin'ny alalan'ny fitarihan'ny Fanahy Masina. Mampiseho ny finoantsika isika amin'ny alalan'ny fianarana, sy finoana ary fankatoavana ny teny nambaran'Andriamanitra. Mandalina am-pahazotoana ny soratra masina isika mba hahazoana ny fahamarinana. Mivoky amin'izy ireny isika satria manokatra ny varavaran'ny fanambarana ho antsika ary mampiseho antsika ny tokony hataontsika sy izay tokony hahatongavantsika izany. Mianatra ny soratra masina isika mba hahalalantsika momba an'i Jesoa Kristy sy ny filazantsarany. Ny finoana an'i Jesoa Kristy dia fanomezana avy amin'Andriamanitra ary izany dia tonga avy amin'ny fianarana sy fiainana ny teniny sy ny filazantsarany."*

**H. Scripture Activities**

1. Read Alma 32:21, looking for the different circumstantial nouns used. Try to determine their meaning. Write down the nouns and their meanings. Check your answers. Now think of an investigator that could benefit from this scripture and prepare to share it with him or her. Practice teaching the principle in this scripture with your companion, in preparation for your next appointment.
2. Read James 1:22-27, looking for different nouns created from verbs. Try to determine their meanings. Check your answers. Do something similar with this one.

**I. Language Study Plan Activities**

"Learn grammar," bullet 1. Look for creating verbs in the scriptures, *Torio ny Filazantsarako,* brochures, and other missionary materials. Ask others for help understanding how creating verbs works.

### Learning It with Your Companion

**J.** Select a doctrine that you will be teaching today. Have your companion go to that doctrine in the Vocabulary and Phrases booklet. Have him give you all the verbs and nouns in that section. If you are given a verb, tell your companion the circumstantial noun formed from that verb. If you are given a noun, tell whether it is an active noun, a circumstantial noun, an agent noun, or a root noun. If it is anything but a root noun, give the verb that it came from. As you get better with forming nouns from verbs, you can repeat this activity, but for every verb you are given, instead of giving back the circumstantial noun, you have to give a sentence you could use to teach that principle using the circumstantial noun. It may also be helpful to take turns giving words so that you can see examples from your companion of how to use these nouns in effective sentences.

**K.** Have a competition with your companion to see who can create the most sentences that are useful for teaching that only conatin verbs or nouns created from verbs, such as "Mahazo fanambarana ny mpaminany." Take turns coming up with sentences as you are going between appointments or during mealtimes. See how long you can go without repeating the same sentence, or without coming up with an odd sentence you couldn't use when you teach. If a sentence is odd, you can challenge it and whoever came up with it would have to describe a legitimate teaching scenario where it could be used.

### Learning It with a Native Speaker

**L.** Write out a lesson for "God Reveals His Gospel in Every Dispensation" in Malagasy. Try to use as many verbal nouns as possible. Try to use at least 3-5 from each category from the explanation section above. Have a native speaker read it and give you feedback on your use of these nouns. Ask them if the sentences sound like something written by a native speaker. If there are any that don't, have him/her tell you how they should be adjusted to sound more natural.

### Learning It in a Classroom or District Meeting

**M.** Write on the board 20 key verbs from the Lesson 1 sections of *Vocabulary and Phrases*. Makes sure the missionaries know what each of the verbs means. Have them practice giving overviews of Lesson 1 to each other using each verb at least once as a noun. They may find it hard to fit them all in the first time. After they have each taught once. Give them 1-2 minutes to think about each verb on the board and how to use a noun form of it in an appropriate place in the overview. Then, have them switch partners and try again. Have the missionary listening check off each verb as one of its noun forms is used.

## Applying This Principle

Understanding how to create nouns from verbs will help you expand what you can say and help you be able to talk about the actions of the gospel and living the gospel in different ways that will help your investigators better understand what they need to do and the blessings that come from living those principles.

# Demonstratives

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| At the end of **this** life, everyone will die. | Rehefa mifarana **ity** fiainana **ity** dia ho faty ny olon–drehetra. |
| Keeping **those** commitments will bring you confidence. | Ny fanajanao **ireo** fanoloran–tena **ireo** dia hitondra fahatokian–tena ho anao. |
| Your faith will increase through living **this** law. | Hitombo ny finoanao amin'ny alalan'ny fanajana **izany** lalana **izany**. |
| In **these** verses of scripture, we learn about repentance. | Ao amin'**ireto** andinin–tsoratra masina **ireto**, isika dia mianatra momba ny fibebahana. |

**Explanation**

Demonstratives are words used to point things out, such as **this**, **that**, **these**, and **those**.

Examples:

| | |
|---|---|
| Mampianatra momba ny finoana **ity** tantara **ity**.<br>***This** story teaches about faith.* | Miresaka momba ny finoana **ity** andininy **ity**.<br>***This** verse talks about faith.* |
| Tena olona mahatoky **ireo** olona **ireo**.<br>***Those** people were very faithful.* | Mijoro ho vavolombelona aho fa marina **izany**.<br>*I bear testimony that **that** is true.* |



## Demonstrative Adjectives

Demonstrative adjectives bookend the noun they modify; that is, they are placed before and after the noun, as well as after any other adjective associated with that noun.

### Saying This, That, These and Those

11a

These demonstratives are used to refer to nouns **near the speaker** in space and/or time.

| | Singular | Plural | Examples |
|---|---|---|---|
| **This/These** | **itỳ...itỳ** | **ireto...ireto** | Testamenta iray hafa momba an'i Jesoa Kristy **itỳ** boky **itỳ**.<br>***This** book is another testament of Jesus Christ.* |
| | | | Inona no zavatra ianarinao avy amin'**ireto** andinin-tsoratra masina **ireto**?<br>*What do you learn from **these** scriptures?* |
| **This (time, situation)** | **izao...izao** | | Mila toro-lalana isika amin'**izao** fotoana ankehitriny **izao**.<br>*We need guidance in **this** day.* |
| | | | Tamin'ny alalana mpaminany amin'**izao** fotoana **izao** no namerenan'A$^{tra}$ ...<br>*Through a modern (in **this** day) prophet, God has restored ...* |
| **That/Those** | **io...io** | **ireo...ireo** | Sarotra be **io** andro **io**.<br>***That** day was difficult.* |
| | | | Masina dia masina **ireo** rakitsoratra **ireo**.<br>***Those** writings are sacred.* |

### Saying That and Those (Farther Away)

11b

The following are the equivalents of **that** and **those**, but they are used to refer to nouns **far away from the speaker**. *Iny* specifically is used to describe objects that are moving (For example: that car).

| | Singular | Plural | Examples |
|---|---|---|---|
| **That/Those** | **irỳ...irỳ**<br>or<br>**iny...iny** | **ireny...ireny** | Iza moa **irỳ** olona **irỳ**?<br>*Who is **that** person?* |
| | | | Rehefa mibebaka isika dia tsy tokony hamerimberina foana **ireny** hadisoana **ireny**.<br>*When we repent, we should not keep repeating **those** sins.* |

**Note:** In practice, *io/ireo* often replace *irỳ/ireny* even when the noun being referred to is not near the speaker.

### Abstract Demonstratives

11c

These demonstratives relate specifically to the time something is said. If the noun being demonstrated was previously mentioned, then **that** will be used. If the noun is about to be mentioned, then **this** will be used.

| | Singular | Examples |
|---|---|---|
| **This** (prefacing) | **izao...izao** | **Izao** fahitana **izao** no niseho tamin'i Joseph Smith. Hoy i Joseph hoe: « Izaho...<br>***This** is the vision that appeared to Joseph Smith. Joseph said, "I ... (Then the vision is shared)* |
| **That** (referring to something previous) | **izany...izany** or **iny...iny** | ... **Izany** fahagagana lehibe **izany** no fanombohan'ny famerenan'ny filazantsara.<br>*(The great miracle) ... **That** great miracle was the beginning of the restoration of the gospel.* |

### Demonstrative Pronouns

Describing

11d

Demonstrative pronouns are just like regular pronouns in that they replace nouns. These are not bookended like the other demonstratives. *Izany** is also used when referring to something heard (For example, Did you hear **that**?).

Examples:

| | | |
|---|---|---|
| **Itỳ andinin-tsoratra masina itỳ** no tiako indrindra.<br>***This** scripture is my favorite.* | → | **Itỳ** no tiako indrindra.<br>***This (one)** is my favorite.* |
| Tsara be **io lahateny io**.<br>***That** talk is very good.* | → | Tsara be **io**.<br>***That (one)** is very good.* |
| Marina **ireto boky ireto**.<br>***These** books are true.* | → | Marina **ireto**.<br>***These (ones)** are true.* |
| Lavitra be **iny fiara iny**.<br>***That** car is far away.* | → | Lavitra be **iny**.<br>***That (one)** is far away.* |
| Marina **ny zavatra lazainao**.<br>***What you said** is true.* | → | Marina **izany**.<br>***That (concept)** is true.* |
| **Izao fanoharana izao** no lazain'ny Mpamonjy: « ...<br>***This parable** is what the Savior said, " ...* | → | **Izao** no lazain'ny Mpamonjy: « ...<br>***This** is what the Savior said, " ...* |

******Izao* can be used when you are referring to something that is currently making noise.

**Note***:* Demonstrative pronouns should be used to refer to objects only, not to people.

### Less Common Demonstratives

11e

You may see less common forms expressing the same or similar meaning as the demonstratives listed previously. These can be used as demonstrative adjectives or demonstrative pronouns following the patterns above:

| | Singular | Plural |
|---|---|---|
| **This/These** | **intỳ**<br>**itsy**<br>**iroa** | **irety** |
| **That/Those** | **itony** | **iretsy**<br>**ireroa**<br>**irery**<br>**irony** |

## Activities (see answers on pp. 155-156)

### Learning It on Your Own

**A. Identifying Demonstratives**

On a separate sheet of paper or aloud with your companion, find the demonstratives both in Malagasy and English in each of the following sentences. Be sure to check your answers.

1. Ity boky ity dia mampianatra fa marina ireny zavatra ireny.
   *This book teaches that these things are true.*
2. Nankato ireny misiônera ireny.
   *Those missionaries were obedient.*
3. Iny andro iny no nahazoako ny fisoronana.
   *That was the day I received the priesthood.*
4. Maro ny zavatra azo ianarina ao amin'ity lesona ity.
   *In this lesson there's a lot to learn.*
5. Fantatro fa mitahiry ny fahamarinana ireto boky ireto.
   *I know these books contain the truth.*
6. Tsy maintsy manampy an'ireto mpikambana ireto isika.
   *We should help those members.*
7. Zava-dehibe ireto fotopampianarana ireto.
   *Those doctrines are very important.*
8. Nahita an'Andriamanitra sy Jesoa Kristy i Joseph Smith nandritra izany fahitana izany.
   *In that vision, Joseph Smith saw God and Jesus Christ.*

**B. Fill in the Blank**

On a separate sheet of paper or aloud with your companion, give the correct demonstrative for each of the following sentences.

1. Faly A[tra] fa nanao ___ (*these*) fanekena ___ ianao.
   *God is happy that you made these covenants.*
2. Mahazo fahalalana maro amin' ___ (*this*) fiainana ___ isika.
   *We receive much knowledge in this life.*
3. Hiara-hivavaka aminay ve ianao amin' ___ (*this*) Alahady ___?
   *Will you go to church (pray) with us this Sunday?*
4. Lehibe ___ (*these*) andraikitra ___.
   *These responsibilities are great.*
5. Miresaka momba ny finoana ___ (*these*) andininy ___.
   *These verses talk about faith.*
6. Tena ilaina ny mitandrina ___ (*those*) lalana ___.
   *It is needed to keep those laws/commandments.*
7. ___ (*this*) no namako, i Elder Jones.
   *This is my companion, Elder Jones.*
8. Fantatro fa marina ___ (*izany*).
   *I know that that is true.*
9. ___ (*this*) no tianay hizara aminao.
   *This is what we want to share with you.*
10. ___ (*that*) no mahatonga anay teto Madagasikara.
    *That is why we came here to Madagascar.*
11. Tsy azoko ___ (*that*). Mba avereno azafady.
    *I do not understand [that]. Please repeat.*
12. Mba vakio ___ (*this*) azafady.
    *Read this please.*

**C. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Ity** bokiko ity.
   *This is my book.*
2. Namaky ***ity** lahateny **ity** izahay.
   *We were reading these talks.*
3. Mandeha amin'***io** taxibe **io** ny misionera hankany.
   *The missionaries who are going there go on that (moving) bus.*
4. Malalaka ve ianareo***ity**?
   *Are you all available now? (at this time?)*
5. Maro ny mpikambana eran'***ity** tontolo **ity**.
   *There are many members around this world.*
6. Fantatro ***izany** marina ny Fiangonana **izany**.
   *I know that the Church is true.*
7. Tsy nahafantatra ny fiangonana ***izany** tokony hidirany izy.
   *He did not know the church that he should join.*
8. Nahoana ***izany** no manan-danja **izany**?
   *Why is that important?*
9. Misy mpaminany ***izany** mitarika ny Fiangonana ankehitriny.
   *There are prophets who (that) lead the Church today.*
10. Fantatro ***izany** marina ny Bokin'i Môrmôna.
    *I know that the Book of Mormon is true.*

**D. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Antsoina hoe "Ny Tenin'ny Fahendrena" ity didy.
   *This commandment is called "The Word of Wisdom."*
2. Ity no lazain'ny mpaminany Joseph Smith, hoe...
   *This is what Joseph Smith said...*
3. Fanontaniana tsara izany.
   *That is a good question.*
4. Nijaly ny olon'ny Fiangonana tamin'iny fotoana iny.
   *The people of the Church suffered at that time.*
5. i Joseph Smith no anaran'ilay mpaminany ilay.
   *Joseph Smith is the name of that prophet.*
6. i Frère Tahiry no hizara ny lahateny izao.
   *Brother Tahiry will now share a talk.*
7. Mety ho ireo fitahianareo ireo raha mankato ianareo.
   *These blessings can be yours if you obey.*
8. Antsoina hoe "ôrdônansy" ireny fombafomba masina ireny.
   *Those sacred ceremonies are called "ordinances."*
9. Henonao ve ity feo tony sy malefaka ity?
   *Have you heard that still small voice?*
10. Mijoro ho vavolombelona aho fa marina ity boky ity.
    *I bear witness that this book is true.*



**E. Scripture Activity**

1. Turn to Alma 22:15. There are four demonstratives in this verse. The story is told from the king's point of view. Write out the story from Aaron's point of view using the demonstratives *ireto*, *ity*, etc. Share it with your companion or during a lesson today.

**F. Language Study Plan Activities**

1. "Learn grammar," bullet 2. Identify an appointment today where you will share a scripture with an investigator. Write down 5 sentences you can use to introduce this scripture, using demonstratives. Have your companion check your sentences, focusing on your usage of demonstratives. Apply what you have learned in your teaching appointment.
2. "Actively listen," bullets 4 and 5. Anticipate the response of an investigator to a principle you are sharing with them today. Make a list of 10 sentences with demonstratives they might use when explaining how they feel about that principle. Write down 10 responses with demonstratives you can use to answer any questions they might have. For example, "I do not understand **that** (what you just taught). Could you repeat **those** things you said? What is **this** book you are talking about?"

## Learning It with Your Companion

**G. Describe the Picture**

Take turns giving sentences that describe the picture to the right from Lehi's perspective. Point to the people or things that you are referring to as you describe his dream. Pay special attention to how you use demonstratives. For example, Lehi could have said, "*Ity ilay hazo*," "*Ity ilay voankazo fotsy indrindra*," "*Ireto olona ireto no tena mpino*," etc. **Some words you might use include:** *hazo* (tree), *anja-by* (iron rod), *tany foana* (wilderness), *trano-be* (building), *voankazo* (fruit), *loharano* (fountain or source), *olona* (people), *renirano* (river), *zavona* (mists), etc.

**H. Scripture Activity**

Read Alma 37:21 together. Answer the following questions in Malagasy aloud with your companion. You may need to read the verses beforehand to understand the scripture correctly. Check your answers after you finish.

Who does "*ireo vahoaka*..." refer to?
Who does "*ity vahoaka ity*" refer to?
Why does Alma use two different demonstratives to refer to people?

## Learning It with a Native Speaker

**I. Get to Know a Member**

Select a member in your area whom you do not know very well, maybe a less active member or a new move-in. Have them show you pictures of their baptismal service. Ask about the people who were there ("Who is this?" "Are these other people that were baptized that day too?"), what they remember about that day, how they felt, etc. Pay attention to how they use demonstratives. Are they using any that aren't listed in the lesson. Why were they used? Try to imitate how they use them as you ask questions and speak yourself.

## Learning It in a Classroom or District Meeting

**J. Learning Activity**

Teach the missionaries the most common demonstratives by asking them questions about various objects in the room. At first they may not know how to answer the question, in which case say the answer and then re-ask the question, so that they can repeat the answer. Keep going until they can answer questions about **this**, **that**, **these**, and **those** using both the bookend form around a noun and by themselves as pronouns with relative ease. Then write them on the board and have them explain to you what they mean and how to use them. The following are some examples.

- Grab a missionary's pen and ask, "Inona ity?" Then the missionary should respond, "Penina io."
- Point to some books and ask, "Inona ireo?" Then the missionary should answer, "Boky ireo (or ireto)."
- Touch a missionary's tie and ask another, "Tianao ve ity kravaty ity?" Then they answer, "Tiako io kravaty io."

If at anytime a missionary does not give the right answer, you can re-ask the question or prompt them. If they do not come up with the correct answer on their own always re-ask the question.

As they feel more comfortable, you can begin to ask a missionary to ask another missionary a question about something you are holding or pointing at to make sure they can use the correct demonstrative and do not just copy which one you use, since the point of reference may be different.

## Applying This Principle

When you understand and apply this principle you will be able to clearly identify what you are talking about and referring to when you teach principles of the gospel and help people make changes in their lives. This principle will also help you describe to people important things they need to know in order to live the gospel and receive revelation, such as the features of the Book of Mormon and other scriptures, information about Church meetings and where they need to go on Sundays, and leaving something behind after a teaching appointment (e.g., a pamphlet or reading assignment).

# Compound Words and Letter Changes

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| God is our **Heavenly** Father. | Andriamanitra dia ilay Raintsika any **an–danitra**. |
| Families are extremely **important** in God's plan. | **Manan–danja** lehibe ao anatin'ny drafitr'Andriamanitra ny fianakaviana. |
| A home established on gospel principles is a **place of peace**. | Ny tokantrano miorina amin'ny fitsipiky ny filazantsara dia **toeram–piadanana**. |
| In 1820, Joseph Smith **was confused** about religion. | Tamin'ny 1820, i Joseph Smith dia **nikorontan–tsaina** momba ny finoana. |

**Explanation**

Words can be combined in Malagasy to shorten lengthy words, or to make new words altogether. Often, but not always, these combinations are indicated with a hyphen (-). Not all compound words have letter changes, only those with "impure" consonants change.



**Letter Changes of Impure Consonants in the Second Word**

When forming compound words, the following are the phonetic changes that take place in the first letter of the second word:

| Impure | → | Pure | Words to be Combined | Combined Word |
|---|---|---|---|---|
| **f** | → | **p** | fanekena + **f**ihavanana<br>*covenant* *good friendship*<br>fakana + **f**anahy<br>*taking* *spirit* | fanekem**p**ihavanana<br>*covenant*<br>fakam-**p**anahy<br>*temptation* |
| **h** (verbs) | → | **g** | man- + **h**ataka<br>*verb prefix* *ask*<br>man- + **h**alatra<br>*verb prefix* *stealing* | man**g**ataka<br>*to ask for*<br>man**g**alatra<br>*to steal* |
| **h** (nouns) | → | **k** | famelana + **h**eloka<br>*forgiveness* *guilt*<br>voa + **h**azo<br>*seed* *tree* | famelan-**k**eloka<br>*forgiveness of sin*<br>voan-**k**azo<br>*fruit* |
| **l** | → | **d** | mpitarika + **l**alana<br>*leader* *way/path*<br>man- + **l**any<br>*verb prefix* *used up* | mpitari-**d**alana<br>*compass*<br>man**d**any<br>*to waste* |
| **r** | → | **dr** | olona + **r**atsy<br>*people* *evil*<br>ray amana + **r**eny<br>*father with* *mother* | olon-**d**ratsy<br>*evil people*<br>ray aman-**dr**eny<br>*parents* |
| **s** | → | **ts** | manana + **s**aina<br>*to have* *mind*<br>misaina + **s**aina<br>*to think* *mind* | manan-**ts**aina<br>*to be smart*<br>misain**ts**aina<br>*to ponder* (word doubling) |
| **v** | → | **b** | valy + **v**avaka<br>*answer* *prayer*<br>araka + **v**akiteny<br>*according to* *syllable* | valim-**b**avaka<br>*answer to prayer*<br>ara-**b**akiteny<br>*literal(ly)* |
| **z** | → | **j** | manana + **z**anaka<br>*to have* *children*<br>man- + **z**aitra<br>*verb prefix* *sewing* | manan-**j**anaka<br>*to have children*<br>man**j**aitra (zaitra)<br>*to sew* |

As stated above, if the second word in the compound word does not begin with any of these "impure" letters, no change takes place. (For reference sake, the "pure" consonants are *b*, *p*, *m*, *g*, *k*, *n*, *d*, *j*, and *t*.)

Examples: olon-dia (olona + dia)
ranomaso (rano + maso)
loharano (loha + rano)

## Letter Changes in the First Word

When forming compound words, the following are the phonetic changes that take place in the ending of the first word.

12b

### Words Ending in *-tra* and *-ka*

If the first word in a word combination ends in the weak endings *-tra* or *-ka*, the ending is dropped and the words are combined.

| | | | |
|---|---|---|---|
| zava**tra**<br>*thing* | → | zava- | zava-dehibe (lehibe)<br>*important/great thing (thing great)* |
| mitari**ka**<br>*to lead* | → | mitari- | mitari-dalana (lalana)<br>*to lead the way* |

12c

### Words Ending in *-na*

For words ending in *-na*, the *-na* is dropped. However, the first word also changes depending on the first letter of the word to which it will be connected. If the second word begins with *b* or *p* after the letter change, then an *-m* is added. If the second word begins with *d*, *t*, *g*, or *k*, then an *-n* is added:

| | | | | |
|---|---|---|---|---|
| karaza**na**<br>*type/kind* | → | karaza- | -**m** | karaza**m**-**b**okatra (vokatra)<br>*type/kind of result* |
| | | | | karaza**m**-**p**ianakaviana (fianakaviana)<br>*type/kind of family* |
| olo**na**<br>*person* | | olo- | -**n** | olo**n**-**d**ehibe (lehibe)<br>*grown-up/adult (person great)* |
| | | | | olo**n**-**t**sotra<br>*simple person (person simple)* |
| famakia**na**<br>*reading* | | famakia- | | famakia**n**-**g**azety<br>*reading of magazines* |
| mpana**na**<br>*possessor* | | mpana- | | mpana**n**-**k**arena<br>*wealthy person (a possessor of wealth)* |

**Note:** Not all words ending with *-ka, -tra, -na,* or *-ny* have weak endings. See "Weak Endings and Accentuation."
Examples: manjà**ka**, fè**tra**, mafà**na**
*to rule limit hot*

### Non-Weak Ending Words

For words not ending in weak endings no ending is dropped. However, minor changes will occur that follow these specific rules:

For words ending with the letter *-y*, the *-y* is changed to *-i* (see "Alphabet and Pronunciation" for an explanation of the relationship between the letters *-i* and *-y*). Other words are not changed unless *-m* or *-n* would be attached following the rules of the previous examples. The following table demonstrates these rules:

| | | | | |
|---|---|---|---|---|
| bok**y**<br>*book* | → | boki- | -m | bokim-pianakaviana<br>*family book (book of family)* |
| | | | -n | bokin-tsoratra masina<br>*book of scripture* |
| filoha<br>*president* | → | (no change) | -m | filoham-pirenena<br>*president of a nation* |
| | | | -n | filohan-kôlejy / filohan'ny kôlejy<br>*president of a quorum* |

**Activities (see answers on p. 156)**

## Learning It On Your Own

### A. Combining Words

Form the following word combinations using the rules from this lesson. Check your answers in the back.

1. sarotra + henatra → _____
   *difficult shame* — *shy*
2. mitoetra + zaza → _____
   *to dwell baby* — *to be pregnant*
3. mpitarika + lalana → _____
   *leader path* — *to lead the way*
4. araka + fanahy → _____
   *according to spirit* — *spiritual/spiritually*
5. manana + zanaka → _____
   *to have child* — *to have a child(ren)*
6. tsy manana + tsiny → _____
   *not to have blame* — *innocent*
7. olona + rehetra → _____
   *people all* — *everyone/all men*
8. fakana + fanahy → _____
   *taking spirit* — *temptation*
9. famindrana + fo → _____
   *changing heart* — *mercy*
10. araka + vola → _____
    *according to money* — *financial/financially*
11. sorona + fanavotana → _____
    *sacrifice redemption* — *atonement*
12. mpanolotra + saina → _____
    *an offerer mind* — *counselor*

### B. Translation

Complete the following sentences by translating the bolded English word, combining the bolded words. Check your answers.

1. Ny Mpamonjy dia **satisfied** (gave **freedom** of **heart**) ny fitakian'ny fahamarinana ho an'ireo izay mibebaka amin'ny fahotany.
2. Tsy maintsy mampiseho fa manaiky an'i Kristy ary **have faith** Azy isika amin'ny alalan'ny fitandremana ny didiny.
3. Ny **covenant** (**agreement** between **friends**) dia fifanekena mamatotra sy **important** (**has weight**) eo amin'Andriamanitra sy ny olona iray.
4. Ireo olona hatao batisa dia tsy maintsy manaja ny lalàn'ny **Chastity** (**cleanliness** of **behavior**).
5. Ny lalàn'ny **Tithing** (a **tenth** of **riches**) dia manome fahafahana antsika hanampy amin'ny fananganana ny fanjakany.
6. Noho izany **selflessness** (**rejection** of **self**) izany dia afaka misolo vava ho antsika eo anatrehan'ny Ray i Kristy.
7. Amin'ny alalan'ny **mercy** (**movement** of **heart**)-n'i Kristy ihany no ahafahantsika miverina miara-miaina amin'Andriamanitra.
8. Rehefa mivavaka **in faith** sy **with sincerity** isika dia hahita ny fitarihan'Andriamanitra eo amin'ny fiainantsika.
9. Tsy tokony handray **addicting substances** (**things** that **makes one head spin**), amin'ny endriny rehetra isika.
10. Entanina isika mba ho faran'izay **generous** (**wide hand**) arak'izay vitan'ny eo **in the palm of our hand**.

### C. Common Errors

Figure out why each compound word is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. misainsaina
   *to ponder*
2. olona-drehetra
   *everyone/all men (men all)*
3. fahafolon'karena
   *tithing (tenth of wealth)*
4. fifadia-kanina
   *fasting (abstinance from food)*
5. zavan-dehibe
   *important (thing great)*
6. vidin-sakafo
   *the price of food*
7. fikorontan-tsaina
   *confusion (disorder of mind)*
8. manan-zafikely
   *to have grandchildren*

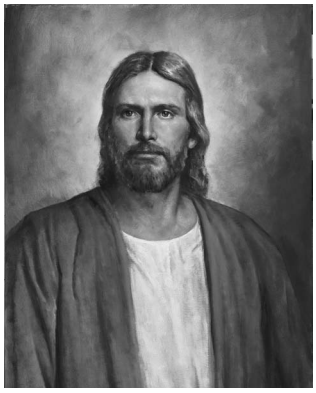
**D. Error Correction**

Each word combination is either correct or has one error. Write down or say the correct form of the compound word to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the compound word.

1. amin'ny finoana
   *faithfully*
2. fahazoan-dralana
   *recommend (reception of path)*
3. ara-vakiteny
   *literally (according to syllable)*
4. ara-fotoana
   *on time (according to time)*
5. fitenena-dratsy
   *vulgar words (speaking evil/bad)*
6. famela-keloka
   *forgiveness of sins*
7. toeran-fianarana
   *place of learning*
8. fotoana-bavaka
   *service (meeting of prayer)*
9. tsy manan-tiny
   *innocent (without blame)*
10. fitondran-tsena
    *behavior (bringing of self)*
11. fahafaham-po
    *generosity (freedom of heart)*
12. fifadian-kanina
    *fasting (abstaining from food)*

**E. *Preach My Gospel* Activity**

Read the principle *Finoana an'i Jesoa Kristy* from lesson three in *Torio ny Filazantsarako*. Write down all of the word combinations you find. Try to determine what words these originated from. Check your answers. Make plans to use one of the phrases you find in your lessons today.



**F. Scripture Activities**

**1.** Read Alma 7:11-13 in Malagasy and identify all of the compound words. Identify the individual words and why they create the unique meaning of the compound word when combined. Check your answers in the back of the book.

**2.** Read a chapter you plan to invite an investigator to read today and write down the compound words and letter changes you find. Identify the individual words and why they create the unique meaning of the compound word when combined. Check your answers with a native speaker or your companion. Practice teaching your companion those verses, making sure to use the compound words you have discovered.

**G. Language Study Plan Activities**

1. "Learn grammar," bullet 1. Try to find 10 compound words in the scriptures, *Torio Ny Filazantsarako,* brochures, and other missionary materials throughout today. Write them down. Ask others for help understanding how these compound words with the corresponding letter changes are used.
2. "Learn grammar," bullet 2. Make as many sentences as you can in ten minutes that use compound words and that you could use in upcoming teaching appointments. Have your companion or a native speaker check them.

## Applying This Principle

Understanding and applying this principle will help you speak with improved fluency and sound more natural to a native speaker. It will also help you break down longer words and understand where they come from, enabling you to use their parts to better explain the concept of the whole word.

# Relative Clauses

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| During the great apostasy, the priesthood authority **that** was given to Christ's apostles was not on the earth anymore. | Nandritra ny apôstazia lehibe, ny fahefan'ny fisoronana **izay** nomena ireo Apôstôlin'i Kristy dia tsy teto an-tany intsony. |
| The Savior told Joseph Smith that there was no church **which** he should join. | Nilaza tamin'i Joseph Smith ny Mpamonjy fa tsy misy amin'izy ireo **izay** tokony hidirany. |
| The time **in which** we now live was revealed to the prophets in the Bible as the latter days, or the dispensation of the fulness of times. | Ny fotoana **izay** iainantsika ankehitriny dia nambaran'ireo mpaminany ao amin'ny Baiboly ho andro farany, na ny fotoampitantanan'ny fahafenoam-pahasoavana. |

**Explanation**

13a

Describing

A **relative clause** is a phrase that is used to describe a noun, much like an adjective.

Examples:

Ny boky **fotsy** (adjective)
*The **white** book*

Ny boky **izay tiako hovakiana** (relative clause)
*The book **that I would like to read***

**Relative Clauses in Malagasy**

13b

In Malagasy, a relative clause is usually introduced by the pronoun *izay* (**that**, **what**, **who** or **which**).

Examples:

Ny zavatra **izay nampianarinay anareo**
*The things **that we taught you***

Ireo **izay mazoto**
*Those **who are diligent***

But in normal speech, the *izay* is often dropped, as is **that** or **which** in English.

Examples:

Ny zavatra **nampianarinay anareo**
*The things **we taught you***

Ny fomba **ivavahantsika amin'ny Raintsika any an-danitra**
*The way **we pray to our Heavenly Father***

**Note:** Missionaries often confuse the pronoun **that** (*izay*), which is used in relative clauses, with the conjunction and demonstrative cases of **that** (*fa* and *izany*). In Malagasy they are each separate words. Pay special attention to avoid using the incorrect case of **that**.

**Verb Voice in Relative Clauses**

13c

In relative clauses, the noun that goes before *izay* is the topic for the describing phrase. The voice of the verb in the describing phrase will match how that noun relates to the verb.

Examples:

| | | |
|---|---|---|
| **Active** | **ny misionera** izay **manoratra** | *the missionary that writes* |
| **Passive** | **ny taratasy** izay **soratany** | *the letter that he writes* |
| **Circumstantial** | **ny penina** izay **anoratany** | *the pen that he writes with* |
| **No Verb** | **ny lehilay** izay **mpanoratra** | *the man who is a writer* |

**Note:** The English equivalents all use active voice whereas that would not be correct in Malagasy.

## Activities (see answers on pp. 156-157)

### Learning It on Your Own

**A. Select the Voice**

For each of the relative clauses below, decide which voice the verb will be (active, passive, circumstantial). Write your answers on another piece of paper and explain why you chose that voice. Check your answers. Hint: identify the topic for each relative clause.

1. ...the person that we met...
2. ...the scripture that talks about faith...
3. ...a gift that all people receive...
4. ...the path that leads to eternal life...
5. ...the path that we return to God on...
6. ...the passage we marked for you...
7. ...the reason we came to earth...
8. ...the reason which we gave you...
9. ...the prophet that gave us the Book of Mormon...
10. ...the power by which we are sealed in temples...

**B. Translation**

On a separate sheet of paper, write the translation for each of the relative clauses below. Check your answers.

1. ...a body which is full of glory...
2. ...missionaries that teach everyday...
3. ...a home that is built on gospel principles...
4. ...a place where the Spirit dwells...
5. ...the prophets that God gave the priesthood to...
6. ...those that God has chosen....
7. ...the principles that you pondered...
8. ...where to find it...
9. ...what we need to do...
10. ...the time that we live in...

**C. Building Relative Clauses**

For the following nouns, come up with three relative clauses that you could use in your teaching. Have your companion or native speaker check to make sure that you used the right voice in each one.

Example: Ny andalan-tsoratra masina *(the passage of scripture)*

1. ny andalan-tsoratra masina izay nomenay anao *(the passage of scripture that we gave you)*
2. ny andalan-tsoratra masina izay novakianao *(the passage of scripture that you read)*
3. ny andalan-tsoratra masina izay notadiavinao *(the passage of scripture that you were looking for)*

1. ny fahamarinana
   *the truth/justice/righteousness*
2. ny mpaminany
   *the prophet(s)*
3. ny drafitra
   *the plan(s)*
4. ny fiainana
   *the life /the lives*
5. ny fahotana
   *the sin(s)*
6. ny didy
   *the commandment(s)*

**D. Common Errors**

Figure out why each relative clause is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ...ny filazantsara izay ***nanambara i Jesoa Kristy**...
   *...the gospel that Jesus Christ revealed...*
2. ...ny drafitra izay ***nanomana A$^{tra}$** ho antsika...
   *...the plan that God prepared for us...*
3. Hotsaraina araka ny asa ***fa** nataontsika isika.
   *We will be judged according to the things that we have done.*
4. ...ny fomba ***izany** tokony hivavahantsika...
   *...the way we should pray...*
5. ...ny lalala ***hiverina isika** amin'Andriamanitra...
   *...the way we [can] return to God...*
6. ...ny zavatra izay ***nilaza izahay**...
   *...the things we said...*
7. ...ny naman'ny fiangonana izay ***ivoarana**...
   *...the investigators that are progressing...*
8. Hotsaraina araka ny asa izay ***manao isika**.
   *We will be judged according to the things that we have done.*
9. Misy mpaminany ***izany** mitarika ny Fiangonana ankehitriny.
   *There are prophets who (that) lead the Church today.*
10. ***Fantatro izay marina ny Bokin'i Môrmôna**.
    *I know that the Book of Mormon is true.*

**E. Error Correction**

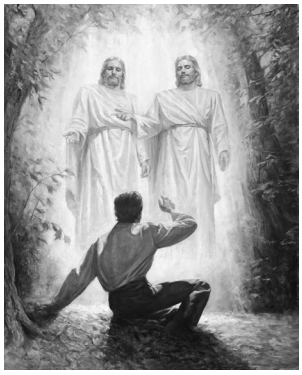
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ..ny mpaminany izay ampianarin'ny fahamarinana...
   *...the prophets that teach the truth...*
2. ...ny misionera izay namako...
   *...the missionary that's my friend...*
3. ...boky masina izay niantso hoe soratra masina...
   *...sacred books that are called scriptures...*
4. ...ny antony izay nanao izany izy...
   *...the reason that he did that...*
5. ...lehilahy izay ananan'ny fahefana...
   *...men that have the authority...*
6. ...ny mpaminany izay niantso Andriamanitra...
   *...the prophets that God called...*
7. ...ny olona izay mivavaka...
   *...the people who pray...*
8. ...ny fomba fa ibebahantsika...
   *...the way that we repent...*
9. ...ny andininy izay miresaka momba ny finoana...
   *...the verse that talks about faith...*
10. ...ny fahatsapana izay manana ianao...
    *...the feelings that you have...*
11. ...ny fitsipiky ny lesona izany mikasika ny fibebahana...
    *...the principle of the lesson that is pertains to repentance...*
12. ...ny misionera fa nampianatra anay efa ela...
    *...the missionaries that taught us a long time ago...*

Describing

**F. Scripture Activity**

Read *Fotopampianarana sy Fanekempihavanana* 76:13-15. Write down all of the relative clauses. These should begin with the word *izay*. Check your answers. For each relative clause, identify the topic, voice of the verb (or "no verb" if it is just a descriptive predicate) and the reason that the verb is in that voice. Think about when you can use this passage in an upcoming teaching appointment.



**G. Preach My Gospel Activity**

Turn to the Hyrum Smith quote on page 6 in *Torio ny Filazantsarako*. Write down the two relative clauses. What does each one refer to? Check your answers. Prepare a lesson that you could give in a district meeting about how to adapt and clarify the principles of the gospel to those you teach. Use relative clauses, paying attention to how you use voice, to refer to those you teach and their needs.

**H. Language Study Plan Activities**

1. "Memorize Vocabulary and Phrases," bullet 1. Look for phrases with relative clauses in the lessons and in this manual that you can use in your teaching. Memorize these phrases and pattern other relative clauses that you say on those phrases.
2. "Learn Grammar," bullet 2. Think of things that you normally have to clarify when you teach. Write down as many phrases as you can that use relative clauses to clarify those things, so that you can be more clear when you teach.
3. "Actively Listen," bullet 1. Listen to how others use relative clauses; pay attention to the use of the word *izay*. Try to imitate what voice they use when they use it in a relative clause.

## Learning It with Your Companion

"Teach each other the grammar and vocabulary you have learned. Practice teaching in the mission language. Practice using the language to communicate in common missionary situations." (*Preach My Gospel*, 132)

**I. Practice Activities**

1. Pick a lesson that you will be teaching today. Take turns giving each other nouns from those vocabulary sections of this booklet. Describe the noun using a relative clause and then put it in a sentence that you could use today in your teaching. Verify each other's use of voice.
2. Take the verses from the Scripture Activity above. Practice sharing that passage with your companion, as you would with one of your investigators who you think would benefit from hearing it. Make a goal to share it with someone else today when you teach.

## Learning It with a Native Speaker

"There is no substitute for speaking with native speakers of the language." (*Preach My Gospel*, 129)

**J. Native Feedback Activity**

1. Write out a five minute lesson on one of the commandments from Lesson 4. Try to use relative clauses, expecially as you focus on the blessings that those who keep the commandment receive. Underline all of the relative clauses you used. Have a native speaker read your lesson and give you feedback on the underlined portions. Then have them tell you what they were able to understand about the commandment, based on what you wrote. Pay attention to how they use relative clauses in their explanation. Also, pay attention to what they understood from your lesson. Did they understand everything that you wanted them? Is there anything that you need to clarify? Would they feel committed to keeping that commandment?

## Learning It in a Classroom or District Meeting

"Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand;" (*Doctrine and Covenants* 88:78)

**K. Lesson Ideas**

1. Have a couple of missionaries teach the group a five minute version of The Plan of Salvation lesson in English. Write down every relative clause that they use (for example, "**those who keep the commandments** go to the Celestial Kingdom," "**those who don't accept the gospel here on earth** go to spirit prison," or "Adam and Eve couldn't keep **both commandments that God gave them**"). Write those phrases on the board. Help them see that this is something that they could use all the time to be more specific and clarifying. Help the missionaries translate the phrase that you wrote on the board, pointing out how the voice of the verb in the clause is dependent upon the noun that the clause describes.
2. Help the missionaries modify those phrases orally, changing the verb or noun to create new phrases. Go until they feel comfortable with relative clauses and putting those phrases into complete sentences. Then have them teach each other five minute versions of the Plan of Salvation, using some of those phrases. Encourage them to work towards teaching it in a clear and simple manner.

## Applying This Principle

With this grammar you should be able to teach any doctrine in a clear and succinct way. Pick a principle that you want to improve the way that you teach. Practice teaching it to your companion working on making sure that everything you teach is clear. Is there any part of your lesson that may be unclear what you are referring to or how it applies to the investigator? Would any part be more clear if you added a relative clause to clarify it? Evaluate how clearly your companion was able to understand what you taught and how to apply it in his life.

# Review – Describing Objects and People

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

**Asking about and describing objects, people and their characteristics**

- Articles
- Adjectives and Adverbs
- Creating Nouns from Verbs
- Demonstratives
- Compound Words and Letter Changes
- Relative Clauses

## Activities (see answers on pp. 157-158)

### Reviewing on Your Own

**A. Error Correction**

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

Ny ***lehibe fomba*** iray hanehoan'Andriamanitra ny fitiavany antsika dia amin'ny alalan'ny ***miantso*** mpaminany, ***fa*** nomena ny fisoronana—ny hery sy fahefana ***izany*** nomena ny olona hiasàna amin'ny anaran'Andriamanitra mba ho famonjena ireo zanany. ***Zava-lehibe*** ho an'ny fandrosoantsika eto an-tany ***fa*** hery sy fahefana ***fa***. Mandray ny filazantsaran'i Jesoa Kristy avy amin'ny alalan'ny ***manambara*** ny mpaminany. Avy eo izy ireo dia mampianatra ny filazantsara amin'ny hafa sy mijoro ho ***vavolom-velona*** an'i Jesoa Kristy ho Mpamonjy sy Mpanavotra. Ny ***mampianatr***'ireo mpaminany dia hita ao anatin'ireo ***masina boky*** antsoina hoe soratra masina.

**B. Error Correction**

On a separate sheet of paper, rewrite the paragraph below, correcting the 8 errors in it. Check your answers.

Ho valin'ny vavaka ***manao isika*** dia hampianatra ny ***fahamarina*** antsika ny Fanahy Masina amin'ny alalan'ny fahatsapantsika sy ny eritrerintsika. ***Fahatsapana*** avy amin'ny Fanahy Masina dia mahery, nefa koa izy ireo ***mazàna dia malefaka sy tony***. Rehefa manomboka mahatsapa isika fa ny zavatra ***fa*** ianarantsika ***marina*** dia haniry ny hahalala izay rehetra tratrantsika momba ny Famerenana amin'ny laoniny isika. ***Fahafantarana*** fa ny Bokin'i Môrmôna ***marina*** dia mitondra any amin'ny fahalalana fa voantso ho mpaminany i Joseph Smith ary naverina tamin'ny laoniny tamin'ny alalany ny filazantsaran'i Jesoa Kristy.

**C. Error Correction**

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Ahitana ny fikarakarana ny mahantra finoana marina.
2. Atỳ ivelany famantaran'ny fanekena ny ôrdônansy.
3. Ampiasaina amin'ny manangana ny fiangonana ny vola.
4. Zava-dehibe ao amin'ny fivoarantsika fa fitsipika fa.
5. Hisainsaina momba ny hafatray ve ianareo?
6. Hotahiana ireo izany mankato ny didy.
7. Hihoatra ny mety ho takatrao ny fitahiana hahazo ianao.
8. Mpaminany izay iainana tamin'ny 200 taona lasa i Joseph.
9. Tsy maintsy manam-bady ara-lalàna vao hatao batisa izy.
10. Mila torohevitra amin'ny mampiasa mpikambana isika.
11. Hita taratra amin'ny asa ataonao ireo finoanao an'i Kristy.
12. Mila finoana an'i Kristy isika mba hahomby.
13. Mampiseho ny finoantsika isika amin'ny mitandrina ny didy.
14. Handray ny fanasan'ny Tompo ireo mendrika mpikambana.
15. Tokony hanao ny batisa ireo fa mihazona ny fisoronana.
16. Fa ôrdônansy fa dia lalàn'Andriamanitra.
17. Mila am-pahamendrehana hanao ny fanekena isika.
18. Ary avy eo mila miezaka ny fitandremana izy ireo isika.
19. Rehefa mankato isika, dia mitandrina ny mamela heloka.
20. Mila ny fanolotra-tena hanomboka fiainana vaovao isika.
21. Mampanantena isika fa mandrakariva hahatsiaro Azy.
22. Mampanantena koa isika fa hitondra anaran'i Jesoa Kristy.
23. Ny batisa dia ôrdônansy tena ilaina ho amin'ny mamonjy.
24. Tsy ny farany dingana amin'ny fiainantsika ny batisa.
25. Vao manomboka fiainana ara-fanahy vaovao isika.
26. Ny manaraka dingana dia ny fandraisana ho mpikambana.
27. Mandray Fanomezana ny Fanahy Masina amin'izay isika.
28. Omena izany amin'ny alalan'ny mametra-tanana.
29. Ny Fisoronana Melkizedeka no hery manome an'izany.
30. Hanana ny Fanahy ho namana hatrany ny mendrika olona.
31. Fanomezana lehibe izany fiarahana.
32. Manamasina sy manadio antsika Fanahy Masina.
33. Mankahery antsika Izy mandritra ny fotoana-fitsapana.
34. Nitahy ny fiainako tamin'ny alalan'ny mampionona Izy.

**D. Translation**

On a separate sheet of paper, translate the following sentences into Malagasy. Check your answers. This activity assumes that you understand topicalization.

1. Strong faith is very important.
2. I know that the Church is true.
3. We are going to talk about repentance.
4. This passage talks about patience.
5. The bishop, who is the leader of the ward, lives near here.
6. The people we talk with are children of God.
7. Repentance is the second principle of the gospel.
8. The prophet, who receives revelation, speaks to us.
9. This is an important principle.
10. My baptism is precious to me.
11. That is a good question.
12. Those who obey receive blessings.
13. He is a diligent missionary.
14. Our actions (the works we do) are important.
15. This is a true book.
16. Prophets teach the truth.
17. Prayer is a way in which you can talk with God.
18. The bishop is a wonderful person.
19. My family is more united because of the gospel.
20. Families are very important to God.



**E. Audio Activity**

Choose 10 phrases from the TALL program of a principle that you will be teaching to one of your investigators in an upcoming lesson. As you listen, write down every noun and adjective pair you hear. Listen again and focus on the context in which each noun/adjective pair is used. Then create your own lesson plan using 5 of these these noun and adjective pairs and come up with 3 of your own adjectives to describe the nouns. Practice teaching your plan to your companion in the role of the investigator you chose and get feedback on how well you used the nouns with the adjectives.

**F. Scripture Activities**

1. Read 2 Ne. 2:27. Write down each noun and then every article used before that noun. Also underline each instance where the article is used in Malagasy, but not in English. Check your answers. Then have your companion play the role of one of your investigators and teach this scripture to your companion, describing God, Satan, and men. Describe why agency is preserved or taken away according to whom we choose to follow. Get feedback on how well you used articles.
2. Read F&F 1:30 and write down where demonstratives and relative clauses are used. Check your answers. Then have your companion play the role of an investigator who wonders why it matters what church he or she joins. Teach this scripture, focusing on helping the investigator resolve his or her concern by describing the characterics of Christ's Church. Use relatives and demonstratives correctly. Get feedback for both of these areas.

**G. Writing Activity**

1. In the Vocabulary and Phrases section, go to a principle that you will soon be teaching that relies on your ability to describe someone or something (such as "The Great Apostasy" or "The Spirit World"). Identify the phrases that use articles where they are not used in English. Write different variations on the sentences adapting them to your upcoming teaching situation.

**H. Reading Activities**

1. Read the first section of *Ny Fanambaran'ny Mpaminany Joseph Smith* in the Book of Mormon. Using Malagasy, describe to your companion in your own words, using as much detail as you can, what the angel Moroni looked like and what the objects hidden in the Hill Cumorah looked like. Get feedback from your companion about how well you used the principles from this review in your descriptions.
2. Read Nephi's account of the Tree of Life in 1 Ne 11. Read through the chapter and identify the many different uses of articles, adjectives, word combinations and letter changes, and relative clauses. As you read the chapter, write down the five examples that stand out to you the most that exemplify each grammar principle. Next, identify an appointment in the next few days where the investigators would benefit by learning about the tree of life. Prepare a brief lesson about the Tree of Life for those investigators using the examples you discovered. Plan to share your lesson with them the next time you meet.

## Reviewing with Your Companion

**I. Companion Activities**

1. Describe the Book of Mormon to your companion as if he or she were a new investigator. Describe the different sections and choose a particular person from the Book of Mormon and describe him or her as well. Use scriptures in your descriptions. Focus on using articles, demonstratives, and adjectives correctly and get feedback on how well you used these principles.

2. Choose a principle from one of the missionary lessons and write down at least 20 nouns from that principle. Then write as many adjectives as you can that could describe each noun (for example, for the principle "*Mivavaha mba Hahafantarana ny Fahamarinana amin'ny alalan'ny Fanahy Masina*", you could use the adjectives *marina, tony, malefaka,* etc.). Practice using the nouns and adjectives to teach your companion the principle you chose as if he or she were one of your investigators.
3. Do the practice teaching scenarios from the Scripture Activities above.

## Reviewing with a Native Speaker

**J. Writing Activity**

1. Imagine that you are talking with one of the families in the ward or branch in which you serve about a family they know who is interested in the gospel. Write 5 questions you would ask in order to find out what each member of the new family is like, and write possible answers they could give. Pay special attention to the relationship between nouns and adjectives, proper use of articles, and proper use of relative clauses. Have your companion or a native speaker check your questions and answers. Then set a goal to ask a member family for referrals within the next week. Use your questions to find out about the people they describe.

**Asking about and expressing**

# Desire, Need, Preference, Ability, Intention, or Purpose

## Purpose

This section will help you talk about what we **need** or **want** to do, such as what we need to repent of or what God wants for us. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this section.

- **I like** teaching about the Book of Mormon. (Expressing Desire)
- God **wants us to be** happy. (Expressing Desire)
- **Pray** for help to stop smoking. (Commands)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.



Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What does God want for us?)
- Heavenly Father Reveals His Gospel in Every Dispensation (Why did God call prophets? Why do we need them?)
- Restoration of the Gospel (What did Joseph Smith want to know? What did God ask Joseph Smith to do?)
- The Book of Mormon (What can we learn from the Book of Mormon? For what purpose was it written?)
- Pre-Earth Life (What is God's purpose and plan for us?)
- The Atonement (Why did Christ perform the Atonement? Why do we need it?)
- Repentance (What do we need to do in order to repent?)
- Baptism (Why do we need to be baptized?)
- Obedience (Why does God want us to obey?)
- Pray Often (What should we pray for? How do we express our needs and desires?)
- Study the Scriptures (What are the scriptures for? Why do we need to study them?)
- Priesthood and Auxiliaries (What are the priesthood and the auxiliaries for?)
- Missionary Work (Why should we desire to do missionary work as members?)
- Temple and Family History (Why do we need temples? How can we get involved in Family History work?)

Tasks from Missionary Vocabulary and Phrase Book

- Extend Commitment Invitations (Why does God give us commandments?)
- Give Directions (How do I tell someone how to get somewhere?)
- Obtain Referrals (Why should we share the gospel with friends? How can we begin to talk about the gospel? How do we increase our desire to share the gospel?)
- Offer a Prayer (How do I ask Heavenly Father for the things that I need?)

# Expressing Desire

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| We must obey that law if we **want to be baptized** and confirmed. | Tsy maintsy manaja izany lalana izany isika raha **te**–**hatao batisa** sy ho raisina ho mpikambana. |
| If you **want to be baptized** you need to stop smoking. | Raha **te**–**hatao batisa** ianao dia mila manajanona ny fifohana sigara ianao. |
| We want you to do this, so you receive the blessings of the Gospel. | **Tianay** ianao hanao izany mba hahazoanao ny fitahiana avy amin'ny filazantsara. |
| What do you like to do? | Inona no zavatra **tianao** atao? |

**Explanation**

The verb *tia* is used to talk about likes, dislikes, and desire. It means both **to like** and **to love**. An infix derivative of *tia* exists, -*te*-, which is used with verbs in the future tense.

*Maniry* also means **to wish/to desire** and may be used instead of *tia*.

### Using the Infix *-te-*

*Te-* is used in front of future tense verbs to express a desire to do something. Active, passive, or circumstantial voice may be used depending on what you are trying to say. It should also be attached to the future tense verb with a hyphen (-).

14a

| **Te-**<br>*to want* | **verb in future tense** | object | topic |
|---|---|---|---|

**Te-hampiseho** ny fitavantsika Azy isika amin'ny alalan'ny fankatoavana.
*We **want to show** our love for Him through obedience.*

**Te-handalo** any aminareo izahay amin'ny herin-andro ambony.
*We **want to stop by** you next week.*

**Te-hampianarinareo** izahay.
*We want you to teach us. (We want to be taught by you.)*

**Te-hatao batisa** ve ianao?
*Do you want to be baptized?*

### Using Tia

14b

*Tia* can be used both as an active verb and a passive verb. When used as a passive verb, the normal suffixes are used to refer to the person or people expressing the desire. Also, the verb *tia* has no past tense. Several patterns exist that use *tia*; most often, *tia* is followed by another verb in the passive voice (when *tia* is in the passive voice also).

#### *Tia* as an Active Verb

To say that the topic likes or loves a noun, or to say that the topic wants a noun to do something, use the following pattern:

14c

| **tia**<br>*to want / to like / to love* | object | topic |
|---|---|---|

**Tia** anao ho faly Andriamanitra.
*God **wants** you to be happy.*

**Tia** mihira izy ireo.
*They **like** to sing.*

**Tia** antsika hiverina any Aminy indray A[tra].
*God **wants** us to return to Him again.*

### *Tia* as a Passive Verb

14d

To say that one noun likes or loves another noun, use the following pattern:

| **tia + agent ending**<br>*to want / like / love* | topic | **Tia**n'Andriamanitra isika.<br>*God **loves** us. (Loved by God we are)*<br>**Tia**ny ny fotoam-bavaka.<br>*She **likes** church. (Loved by her the prayer meeting)* |
|---|---|---|

To say that one noun wants the topic to do something, use the following pattern (See "Topicalization" for an explanation on using the different verbal voices).

| **tia + agent ending**<br>*to want* | future verb or noun | topic |
|---|---|---|

| | |
|---|---|
| Active | **Tianay** ho tonga any am-piangonana amin'ny Alahady *ianao*.<br>***We want** you to come to church on Sunday.* |
| | **Tian'Andriamanitra** hankato ny didiny *isika*.<br>***God wants** us to obey his commandments.* |
| | **Tianareo** ho faly *izahay*.<br>***You all want** us to be happy.* |
| Passive | **Tiako** hataonao *ny vavaka* amin'ny manaraka.<br>***I want** you to say (to be done by you) the prayer next time.* |
| | **Tian'Andriamanitra** hankatoavintsika *ny didiny*.<br>***God wants** us to obey (to be obeyed by us) his commandments.* |
| | **Tiako** ho azo* tsara kokoa *ny ahiahinao momba izany didy izany*.<br>***I want** to understand (to be understood) your worry about that commandment better.* |
| Circumstantial | **Tian'Andriamanitra** *ny hiverenantsika any Aminy indray*.<br>***God wants** us to return (our returning) to Him again.* |
| | **Tiany** *ny mba hanekentsika sy ny hanarahantsika ny fampianarany*.<br>***He wants** us to accept and follow (our accepting and following) his teachings.* |
| | **Tiako** *ny hatakaranareo ny didin'A$^{tra}$*.<br>***I want** you all to understand (your understanding) God's commandments.* |

14e

***Note**: The passive form can be used to say one noun wants something to be done, either by someone else or in general. It can also be used as any other passive verb when the object is the receiver of the action. For example: ny zavatra **tiany**
*the thing he likes (liked by him)*

### Maniry

*Maniry* is used as any other active verb. It is only used with nouns to express exactly what the subject desires or wants.

| **maniry**<br>*to wish/to desire* | noun | topic | **Maniry** ny famonjena antsika Andriamanitra.<br>***God wishes** to save us (wishes for our salvation).* |
|---|---|---|---|
| | | | **Maniry** ny hatao batisa izy.<br>***He wishes** to be baptized.* |
| | | | Raha **maniry** ny hahafantatra ny fahamarinan'ny Bokin'i Môrmôna ianao, anontanio Andriamanitra.<br>*If **you desire** to know the truthfulness of the Book of Mormon, ask God.* |

## Activities (see answers on p. 158)

### Learning It on Your Own

**A. Translation**

Translate the following sentences focusing on expressing desire correctly. The bolded word is the topic of the sencence. Check your answers.

Example: God wants **us** to be happy.
*Tian'A[tra] ho faly **isika**.*

1. I really love the **gospel**.
2. We want **to have more people come** to the activity.
3. We want **you (plur.) to gain the same knowledge as us**.
4. I like **the word of God**.
5. Do **you (sing.)** wish to be with God after this life?
6. **We** want to visit you (plur.) on Wednesday.
7. We like **working with members**.
8. **I** wish to memorize the scriptures. (I wish to learn the scriptures memorized.)
9. Satan wants **people** to be as miserable as he is.
10. Do you like **praying** as you use to?
11. God loves **people today** as much as in ancient times.
12. God loves **you**.
13. **Nephi** wished to go to the promised land.
14. **Laman and Lemuel** did not wish to go as Nephi did.
15. Do you want **to be baptized** as the Savior showed us?
16. As a missionary **I** desire the salvation of souls.

**B. Fill in the Blank**

For each of the following sentences, fill in the blank with the appropriate word that expresses desire. Check your answers.

1. _____ hanampy anareo izahay.
*We want to help you.*
2. _____ ny hamaky ny Bokin'i Môrmôna isan'andro ianao.
*We want you to read the Book of Mormon every day.*
3. Tsy _____ i Lamana ny fitarihan'i Lehia.
*Laman did not like Lehi's direction.*
4. Io ilay zavatra _____.
*That is what I like.*
5. Tsy _____ A[tra] hijaly isika.
*God does not want us to suffer.*
6. _____ ny mamaky ny fampianaran'ny Mpamonjy.
*I love reading the teachings of the Savior.*
7. _____ ny manomana ho an'ny fivoriam-paritra .
*I love preparing for Zone Conference.*
8. _____ ianareo.
*We love you.*

**C. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Tianay hihaona izy** amin'ny Zoma manaraka.
*He wants us to meet with him next Friday.*
2. ***Tiantsika** ho faly A[tra].
*God wants us to be happy.*
3. ***Te-anareo** ho avy hiara-hiangona aminay **izahay**.
*We want you (plur.) to come to Church with us.*
4. Maniry ny ***hanao** batisa izy.
*She wishes to be baptized.*
5. ***Te-antsika** A[tra].
*God loves us.*
6. ***Tianareo izahay hahatakatra** ny zavatra hampianarinay.
*We want you to understand what we are teaching.*
7. ***Te-hampianatra anareo** bebe kokoa aho.
*I want you to teach me more.*
8. ***Tia anay** ny hahatongavanareo amin'ny takarivam-pianakavy.
*We would love for you to come to family home evening.*

**D. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Teko ny Mpamonjy.
2. Andalan-tsoratra masina tena tia aho ny Almà 32:21.
3. Tianay ny manampy ireo sahirana
4. Tian'A[tra] raha mankato ny didiny isika.
5. Mitia ny zanany rehetra Andriamanitra.
6. Tiako raha hampianaran'ny misionera ianao.
7. Ny bokin'i Almà no tiako indrindra aho.
8. Te-mandalo any aminareo izahay.
9. Notiany nahita ny fiangonana marina.
10. Io fanoharana io no fanoharana tia aho indrindra.

**E. Preach My Gospel Activity**

Read *Mandrosoa fanasana amin'ny Fanoloran-tena* on pages 233-235. Write five sentences in Malagasy expressing your desires for a particular investigator to keep a commitment you plan to extend to them. Use this in your teaching today.

For example: Tiako ny hamakianao ny Bokin'i Môrmôna sy ny hitondranao azy amim-bavaka ahafahanao hahazo fijoroana ho vavolombelona fa marina ilay izy. Tiako ny hahazoanao fijoroana ho vavolombelona fa marina ilay izy hahafantaranao fa tena mpaminanin'A$^{tra}$ marina i Joseph Smith. Mba tiako ny hahafantaranao ny maha-mpaminany an'i Joseph Smith mba hahafantaranao fa marina ny Fiangonan'i Jesoa Kristy ho an'ny Olomasin'ny Andro Farany. Hamaky/hivavaka....ve ianao?

**F. Scripture Activity**

Read Môsià 1:6-7 and write down the sentences that use *tia*. What did King Benjamin desire of his sons? Identify the principles of this grammar lesson. Practice explaining this scripture to your companion and make plans to share it with an investigator or member in the next week using similar grammar principles.

**G. Language Study Plan Activities**

1. "Actively listen," bullet 1. Listen to how natives use the verb *tia* in different ways. Write down at least 5 different uses of *tia.* Create other phrases based on what you heard that you can use in your teaching to help others come unto Christ.
2. "Learn grammar," bullet 2. Using *tia* and *maniry*, prepare 10 sentences that you can use in your planned activities for the day. You may want to focus on creating sentences to give encouragement and promise blessings to those you really want to help progress. You could say things like, "We really want you to know that the Book of Mormon is true." or "God wants to communicate with you." or "I want you to have that same joy we have." Set goals to use them today and get feedback from your companion or a native speaker.



## Learning It with Your Companion

**H. Planning Activity**

During your next weekly planning meeting, spend time talking about each of your investigators. Talk about what you think they want and desire in their lives, what they are looking for, etc. Also, talk about what you want for each of them, what you want them to do next in order to come closer to the Savior. Then, talk about how you want to help them do those things.

## Learning It with a Native Speaker

**I. Bishop or Branch President**

Meet with the Bishop or Branch President in your area and talk to him about his goals for the ward or branch. Ask him what he wants to see happen with the members in the area, what he wants for them, what he wants to accomplish during his service. Ask him what he wants you as missionaries to do to help. Express your desires to help and support him in his desires. Pay attention to how he uses *te-*, *tia*, and *maniry*. Try to imitate his use as you express your desires for furthering the work to him.

## Learning It in a Classroom or District Meeting

**J. Learning Activity**

Write up a model sentence for each pattern in the explanation above. Give several vocabulary alternatives for the nouns and verbs in each model. Model questions and answers with each pattern. Then begin asking individual missionaries about their desires, practicing together as a group. Then have them practice asking each other questions in companionships. Observe and provide feedback as necessary.

## Applying This Principle

Being able to clearly express your desires and expectations to an investigator and understanding their desires is an important part of building a relationship of trust with them and knowing how to adapt what you teach to meet their needs.

# Commands

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| **Tell me** about your experience with prayer. | **Zarao** amiko ny zavatra niainanao tamin'ny alalan'ny vavaka. |
| Please **bless** my companion. | Mba **tahio** ny mpiara–mitory amiko. |
| Please **help us** to be obedient. | Mba **ampio** izahay hahay hankato. |
| **Let's read** a scripture about repentance. | **Ndao** isika hamaky soratra masina momba ny fibebahana. |

## Explanation

Commands tell someone to do or not to do something (i.e. "Please **read**." and "**Think** about what we've said."). There are many ways to form commands in Malagasy: passive, active, circumstantial, and adjective commands.

### Softeners

15a

A variety of softeners are used in Malagasy to soften the command and make it less harsh or forward. These may be used in any combination, but their placement is fixed in a sentence. Examples are found throughout the lesson.

| | | | |
|---|---|---|---|
| ***mba*** | command | ***kely*** *(little)* | ***azafady*** *(please)* |

### Passive Commands

Passive commands are more polite than active commands and should always be used if possible. They are formed from the passive verb. If no passive form exists for a word, such as some intransitive verbs, the active command must be used. To form passive commands use the pattern below:

15b

| 1. **Take the passive form of the verb.** | 2. **Drop the suffix.** | 3. **Add -o or -y.** | |
|---|---|---|---|
| | • If the passive ends in *-ana*, drop the *-ana*.<br>• If it ends in *-ena* or *-ina*, drop the ending, but if the stress falls on the *e* or *i*, drop the *-na* only.<br>• If there is no *-na* ending, no changes occur. | • Add *-o*, or if the stem has an *o* in it already, add *-y*.<br>• If the ending is a dipthong then a consonant is inserted. Possible consonants, from most frequent to least, are: *z*, *s*, *v*, *n*, *f*. The best-sounding consonant will be added.<br>• *-ey* and *-iy* are replaced by *-eo* and *-io* respectively. | |
| vakìna<br>*read* | vakì | vakì**o**<br>*read!* | [Mba] **<u>vakio</u>** azafady.<br>*Please **read**.* |
| atào<br>*done* | atào | atào**vy**<br>*do!* | **<u>Ataovy</u>** tsara ny asanao!<br>***Do** a good job!* |
| soràtana<br>*written* | soràt | soràt**y**<br>*write!* | [Mba] **<u>soraty</u>** ny anaranao.<br>*Please **write** your name.* |
| ekèna<br>*accepted* | ekè | ekè**o**<br>*accept!* | [Mba] **<u>ekeo</u>** fa tsy maintsy ...<br>*Please **accept** that [we] must ...* |
| omèna<br>*given* | omè | omè**o**<br>*give!* | **<u>Omeo</u>** ohatra azafady.<br>*Please **give** [me] an example.* |
| torìna<br>*preached* | torì | torì**o**<br>*preach!* | "**<u>Torio</u>** ny Filazantsarako ..." (F&F 50:14)<br>*"**Preach** My gospel ..." (D&C 50:14)* |

### Pronouns with Passive Commands

15c

The pronoun will be determined by which noun is the topic. (See "Direct Object Pronouns" and "Personal Pronouns" for an explanation about how the correct pronoun is determined.)

| Examples: | Direct Object | Personal Pronoun |
|---|---|---|
| | Mba omeo **ahy** ny boky.<br>*Please give **me** the book.* | Mba omeo toro-hevitra **izy**.<br>*Please give **him** suggestions.* |
| | Mba angataho **Azy** ny valiny.<br>*Please ask **Him (God**) for the answer.* | Zarao kely ny hevitrao **izahay**.<br>*Please share your thoughts with **us (we)**.* |

## Active Commands

15d

Active commands are rarely used in Malagasy. They tend to be very blunt and straightfoward. However, if no passive form exists for a verb, then the active command must be used and is not considered blunt and straightforward. To form the active command:

| 1. **Take the circumstantial form of the verb.** | 2. **Drop the -na suffix.** | 3. **Add m-.** |
|---|---|---|
| ianárana | ianára | **m**ianára *(learn/study!)* |
| iverénana | iveréna | **m**iveréna *(return!)* |
| anáovana | anáova | **m**anáova *(do!)* |
| anorátana | anoráta | **m**anoráta *(write!)* |

There are no irregular commands in the active command form.

## Negative and Affirmative Commands

15e

To form negative commands, place *aza* in front of an active verb:

Examples:

| | |
|---|---|
| **Aza** manahy.<br>***Do not** worry.* | **Aza** kivy.<br>***Do not** give up.* |
| **Aza** mamono olona.<br>***Thou shalt not** kill. (**Do not** kill.)* | **Aza** mitsiriritra.<br>***Thou shalt not** covet. (**Do not** covet.)* |

*Ndao* and *aoka* are used to make affirmative commands. (For example: "Let's _____.")

Examples:

| | |
|---|---|
| **Ndao** isika handeha hisakafo.<br>*Let's go eat.* | **Ndao** isika hiasa mafy.<br>*Let's work hard.* |
| **Aoka** izao.<br>*It is ok / It is enough (Let this [be]).* | **Aoka** ihany.<br>*Nevermind (Let [it] just [go]).* |

## Circumstantial Commands

15f

Circumstantial commands are used when a command is given relative to a circumstance. For example: *Ividiano mofo aho* (buy bread **for me**). The pattern for forming circumstantial commands follows:

| 1. **Take the circumstantial form of the verb.** | 2. **Drop the suffix.** | 3. **Add -o or -y.** | |
|---|---|---|---|
| | • Drop the *-ana*, or if the stress falls on the first *a*, drop the *-na* only. | • Follow step 3 of forming passive commands. | |
| itorìana | itorì | itorì**o** | **Itorio** ny Bokin'i Môrmôna.<br>***Preach** by/with the Book of Mormon.* |
| ibebàhana | ibebàh | ibebàh**o** | **Ibebaho** ny Sorompanavotana.<br>***Repent** by/through the Atonement.* |
| ahazòana | ahazò | ahazò**y** | **Ahazoy** ny valiny ny Fanahy.<br>***Receive** the answer by/with the Spirit.* |
| anàovana | anàov | anàov**y** | **Anaovy** iray aho azafady.<br>***Make** one for me please.* |

## Adjective Commands

15g

Adjective commands command a certain attribute. See "Circumstantial Voice: Forming Circumstantial Verbs, Step 5" for the stress change on the adjective.

Examples:

| | | | |
|---|---|---|---|
| Soa<br>*good* | → | Soa**va**<br>*(have good!)* | **Soava** dia!<br>***Have** a **good** trip!* |
| Mazoto<br>*diligent* | → | Mazoto**a**<br>*be diligent! / (have) good luck!* | **Mazotoa** amin'ny asan'ny Tompo!<br>***Be diligent** in the work of the Lord.* |
| Mahery<br>*powerful* | → | Maher**eza**<br>*be strong!* | **Mahereza**; fa aza kivy!<br>***Be strong**; don't give up!* |

Expressing

## Activities (see answers on pp. 158-159)

### Learning It on Your Own

**A. Fill in the Blank**

On a separate sheet of paper, write the Malagasy command that goes in each blank to complete the chart. Check your answers.

| Passive Command | Active Command | Negative Command |
|---|---|---|
| 1. ___ (mihinana) sakafo. | ___ (mihinana) sakafo. | ___ (mihinana) sakafo. |
| 2. ___ (miteny) izy. | ___ (miteny) azy*. | ___ (miteny) izy. |
| 3. ___ (mandeha) any am-piangonana. | ___ (mandeha) any am-piangonana. | ___ (mandeha) any am-piangonana. |
| 4. ___ (mandroso) ny sakafo. | ___ (mandroso) an-trano. | ___ (mandroso) an-trano. |
| 5. | ___ (matory) fa alina. | ___ (matory) fa alina. |

***Note:** This is not a spelling error; when using the active command in a statement like this, the direct object pronoun must be used.

**B. Convert Commands**

On a separate sheet of paper, change each italicized passive verb into the passive command. Check your answers.

1. *Omena* ilay Bokin'ny Môrmôna.
2. *Omanina* ny dia.
3. *Ampianarina* ny Tenin'ny Fahendrena.
4. *Ezahina* ny hianatra hatrany.
5. *Vakiana* ilay soratra masina.
6. *Arahina* ny fitsipika.
7. *Tsidihina* ny naman'ny fiangonana.
8. *Ampiasaina* ny Fahany Masina amin'ny lesona.
9. *Henoina* ny mpaminany.
10. *Fidiana* ny manaraka an'i Jesoa Kristy.

**C. Translation**

For each of the sentences below, translate the command into Malagasy, using the verb in parentheses. Check your answers.

1. Ask God if it is true. (manontany)
2. Please read. (mamaky)
3. Do not give up! (kivy)
4. Do not believe our words alone. (mino)
5. Preach My Gospel. (mitory)
6. Please pass (give) the salt. (manome)
7. Thou shalt not (do not) commit adultery. (mijangajanga)
8. Pray sincerely to God. (mivavaka)

**D. Common Errors**

Each sentence is either correct or has one error. Decide whether it is correct or not. The translations indicate what the speaker is trying to say, not necessarily what they are actually saying. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key.

1. Aza ***mitenena** Anglisy.
   *Do not speak English.*
2. Tenèno ***azy** momba ny atrik'asa.
   *Tell him about the activity.*
3. Hoy ny mpaminany hoe "***Mibebàka** ianareo!"
   *The prophet says "Repent ye!"*
4. Azafady, mba ***mizara** ny zavatra tsapanao.
   *Please, share your feelings.*
5. Mba tadidìo ***ahy** rehefa mivavaka.
   *Please remember me when you pray.*
6. Aza ***teneno** an'izany izahay.
   *Do not tell us that.*
7. Mangatàha ***A**[tra] raha marina na diso ny Bokin'i Môrmôna.
   *Ask God if the Book of Mormon is true or false.*
8. ***Handeha** any am-piangonana amin'ny folo.
   *Go to the chapel at 10:00.*
9. ***Tsy** misaraka amin'ny namanao.
   *Do not be separate from your companion.*
10. ***Aza** miasa isaky ny Alatsinainy maraina ny misionera.
    *The missionaries do not work each Monday morning.*

**E. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Tongàva aloha any am-piangonana.
   *Come early to church.*
2. Mananà finoana fa hamaly vavaka Andriamanitra.
   *Have faith that God answers prayers.*
3. Lazao anay ny olana anananao.
   *Tell us what problems you have.*
4. Manajà ny rainao sy ny reninao.
   *Honor (respect) your father and mother.*
5. Antsoy izahay raha misy fanontaniana.
   *Call us if you have a question.*
6. Aza manapàha-kevitra aloha loatra.
   *Do not make a decision too soon.*

7. Mba manoratra ny fanontaniana misy aminao.
   *Please write the questions you have.*
8. Tenèno aminay amin'ny firy marina ny fotoana.
   *Tell us what the real time is.*
9. Aràho tsara ny lesona.
   *Keep up with the lessons. (Follow the lessons well.)*
10. Aza misalasala fa arosòy am-pinoana.
    *Do not hesitate but press forward in faith.*
11. Vakio foana ny Bokin'ny Môrmôna.
    *Always read the Book of Mormon.*
12. Mba manokatra ny bokinao azafady.
    *Open your books please.*

**F. *Preach My Gospel* Activity**

*Torio ny Filazantsarako* often uses the command form to tell you, the missionary, how to effectively perform your work. Prepare a lesson on some aspect of missionary work that you could present in a district meeting using the commands from a section of *Torio ny Filazantsarako*.

For example: In *Torio ny Filazantsarako,* p. 120 under *Fivorian'ny distrika sy fivoriam-paritra*, each verb at the beginning of the bullets expresses a command: **1.** Mampianara **2.** Asao **3.** Mampisehoa **4.** Asaivo **5.** Asaivo

**G. Scripture Activities**

1. Read the following scriptures. Find the commands in each of them and write them down. Check your answers. Then write as many positive and negative commands as possible for each command in different persons. Make sure you could use your sentences in a teaching situation.

   F&F 45:3–5 Môrônia 7:33–34
   1 Nefia 7:12 F&F 18:10

2. For each of the following scriptures, write down the sentences that contain commands, changing the commands from informal to formal. Check your answers. Have your companion act as one of your investigators and use your sentences to personalize the scriptures for your companion.

   3 Nefia. 13:6 F&F 88:63 Jakôba 2:18
   F&F 1:37 F&F 88:119 Môsià 4:2
   F&F 33:8–10

**H. Language Study Plan Activities**

1. "Learn grammar," bullet 2. Prepare sentences that you could use to give an investigator directions to the church. Practice giving your companion directions to the church as if he or she were the investigator. Have your companion give you feedback on your use of commands.
2. "Learn grammar," bullet 4. Throughout the day, use the command form to give your companion directions to each appointment, take turns telling each other who to talk to or contact, etc.
3. "Memorize vocabulary and phrases," bullet 6. The scriptures are full of commands. Find some key scriptures that use commands and memorize them. Practice personalizing the scriptures for your investigators.

## Learning It with Your Companion

**I. Creating Imperatives**

Go to the verb charts in the back of your Vocabulary and Phrases (VP) book. Take turns giving each other verbs in English and having the other companion give the imperative forms in active, passive, and circumstantial. Then come up with a context or situation where each might be used during your daily activities. You will have to pay attention to the context and topic of the sentence when figuring out appropriate situations.

## Applying This Principle

When you understand how and when to use each of the command forms you will be able to direct and tell your investigator what they need to do to come closer to the Savior without offending them or seeming too commanding.

# Review: Expressing Desire, Need, Preference, etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

**Asking about and expressing desire, need, preference, ability, intention or purpose**

- Expressing Desire
- Commands

## Activities (see answers on p. 159)

### Review on Your Own

**A. Error Correction**

On a separate sheet of paper, rewrite the paragraph below, correcting the 7 errors in it. Check your answers.

Tianay anareo. Tia anareo ho faly izahay. Te-manampy anareo hahatakatra ny tian'A[tra] ho anareo izahay. Mba ahafahanay hanampy anareo, te-ho avy atỳ izahay mba hizara bebe kokoa momba an'izany. Raha mety aminareo izany, dia tia-handalo indroa isan-kerinandro izahay. Hampianatra izahay fa fitiavana anareo hiverina any Aminy A[tra]; Tiany ny hahatongavanareo ho toy Azy. Hampianatra koa izahay fa nalefan'A[tra] teto ambonin'ny tany ny Zanany izay tena te-Izy mba hamonjy antsika amin'ny ota, sy amin'ny fahasarotana. Ho te-nareo ve izany? Te-hampianarinay ve ianareo? Rahoviana no tianareo ny handalovanay?

**B. Error Correction**

On a separate sheet of paper, rewrite the paragraph below, correcting the 8 errors in it. Check your answers.

Mamaky ireto andalan-tsoratra masina ireto alohan'ny famangianay manaraka. Rehefa vakio ianao, dia mba mijery ny valin'ny fanontaniana hoe: Inona no mahazavadehibe ny vavolombelona manokana fa marina ny Bokin'i Môrmôna? Mandinika raha misy fiantraikany amin'ny tokony ho ataonao ny valiny. Avy eo dia mangataka amin'A[tra], ary tsy matahotra ny valiny, fa mazoto mankato ny toro-lalana azonao. Rehefa hiverina izahay, dia mba milaza ny fahatsapanao sy ny valin'ny Fanahy.

**C. Error Correction**

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Mba mizara ny traikefanao, azafady.
2. Iza no te-nao hitarika ny vavaka?
3. Mba mitady ny fahamarinana.
4. Asao ny fahazotoana.
5. Aza fantatro izany.
6. Te-mampianatra ny Fahitana Voalohany aho.
7. Manana mandry tsara ianao.
8. Manao mazoto amin'ny asan'ny Tompo!
9. Tsy kivy noho ny zavatra sarotra.
10. Te-A[tra] antsika ho faly.

**D. Translation**

On a separate sheet of paper, translate the following sentences into Malagasy. Check your answers.

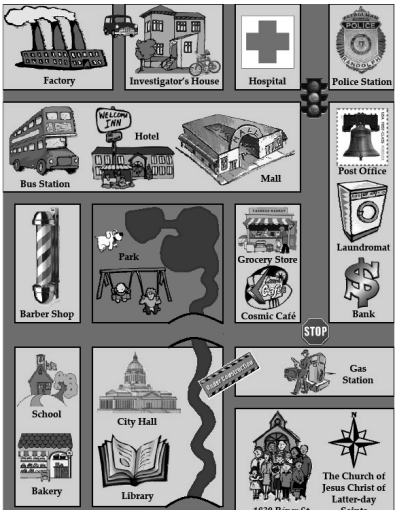
1. Please read two chapters tonight.
2. I love to see the temple.
3. I want to share my testimony.
4. I like this chapter a lot.
5. God wants you to receive blessings.
6. I like to read these chapters.
7. Think for a moment about God's love for you.
8. God wants to bless His children.
9. Study these verses by our next appointment.
10. We want you to read these chapters.

**E. Scripture Activities**

1. Read Alma 37:37 and write down all the uses of imperatives. Check your answers. Prepare a short lesson plan that you could use to teach someone what they need to do to have faith and be guided by the Holy Ghost (using the Liahona as a metaphor for the Holy Ghost as described in verses 37-40). Practice teaching your lesson to your companion or a native speaker and get feecback on how well you used these grammar principles.
2. Find a scripture that uses commands and that you can use to teach one of your investigators. Pay attention to which voice the commands are used in. Think about why they are in that voice. Get feedback on how well you used commands and how well you personalized the scripture.

## Review with Your Companion

**F. Companion Activities**




1. Using commands, use the map to the right to give directions for the following situations:
   - You are meeting with the Rakotomamonjy family. Give them directions to the church from their house (labeled "Investigator's House" on the map).
   - You meet Brother Rakotomalala outside the factory, where he works. Give directions to him to meet you at the café for lunch.
   - You are contacting in the park and you meet Brother Jean. He invites you to his house, which is right behind the hospital. What directions would he give you?
   - On preparation day you are making plans for what you are going to do. Give your companion directions in order to fulfill the following to-do list:
     - Email his or her family at the library
     - Make a withdrawal at the bank
     - Get a haircut
     - Go to the grocery store
2. Using *tia* constructions, describe to your companion everything God wants us to do in this life in order to:
   - Receive eternal life
   - Truly repent of our sins
   - Prepare for baptism
   - Gain a testimony of the Book of Mormon
3. In your next weekly planning session, go over each of your investigators and discuss what their needs are. Discuss how you want to meet those needs. Have your companion give you feedback on how you used constructions of expressing desire as you discuss these things.

## Review with a Native Speaker

**G. Native Speaker Activity**

Meet with a native speaker in your area. Ask him what he wants most in this life for himself, his family, and for his fellowman. Pay attention to how he uses the constructions taught in this section. If he uses any constructions not taught in this section or he uses any you do know in different ways than how you would use them. Make a note and ask him after to explain why he said it that way. Then, share with him what you want most for yourself during your mission, for those you teach, and for him and his family. Get feedback on how you express your desires. Then, challenge him to start or continue doing those things that will help him accomplish his desires in his own family.

**Asking about and describing**

# Actions and Events

## Purpose

This section will help you talk about what is happening or what we need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this section.

- God **called** Joseph Smith to be a prophet. (Active Voice or Passive Voice)
- Jesus Christ is the **way** we return to our Father in Heaven. (Circumstantial Voice)
- We help **each other** find the truth. (Verbal Infixes)
- Moroni gave Joseph Smith **the gold plates**. (Direct Objects)
- Moroni gave the gold plates **to Joseph Smith**. (Indirect Objects)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.



<u>Doctrines from the Lessons</u>

- Heavenly Father Reveals His Gospel in Every Dispensation (What is the pattern of gospel dispensations? What does God do to reveal the gospel to His children?)
- Pray to Know the Truth Through the Holy Ghost (What do we do to learn truth?)
- Our Life on Earth (What are we supposed to do during this life?)
- Atonement (What does the Atonement do for us? What do we do to apply it in our lives?)
- Faith in Jesus Christ (How do we show our faith? How do we exercise it?)
- Repentance (What do we do to repent?)
- Baptism (What happens during baptism?)
- Gift of the Holy Ghost (What does the Holy Ghost do for us?)
- Endure to the End (What do we do to endure to the end?)
- Lesson 4: The Commandments (What actions do the commandments require of us?)
- Service (What can we do to serve others?)
- Teaching and Learning in the Church (What does the Church do for us?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Conduct a Meeting (What will happen during the meeting?)
- Explain Priesthood Ordinances (What do we do with the Priesthood?)
- Extend Commitment Invitations (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- Help People Resolve Their Concerns (What is keeping them from gaining a testimony?)
- Obtain Referrals (What can members do to prepare their friends?)
- Perform Priesthood Ordinances (What things do I say and do during an ordinance?)
- Plan Daily and Weekly Activities (What are you doing this week?)
- Talk with Everyone (What do they do for work/fun?)

- Teach Others How to Pray (What do we do when we pray?)
- Use the Scriptures (How can someone apply the scripture in his or her life?)

# Active Voice

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| Those who receive celestial glory will **live** with their family. | Ireo izay mahazo ny voninahitra selestialy dia **hiara–hiaina** amin'ny fianakaviany. |
| We qualify for eternal life as we **draw closer** to God. | Mendrika ny fiainana mandrakizay isika rehefa **manatona** akaiky kokoa an'Andriamanitra. |
| Our faith **increases** as we **hear** the word of God. | **Mitombo** ny finoantsika rehefa **maheno** ny tenin'Andriamanitra isika. |

**Explanation**

The active voice in Malagasy is very different from English. In English the active voice is the default (i.e. anything you say can be in active voice). In Malagasy there is no default voice. Rather, when the topic of a sentence is chosen, it determines what voice is used (active, passive, or circumstantial), depending on the relationship it has with the action being done. The active voice is only used when the topic is the doer of the action.

### Transitive and Intransitive Verbs

16a

All verbs are either transitive or intransitive. When a verb affects an object, either because it is doing an action or causing something to happen, it is called **transitive**. When a verb does not affect an object it is called **intransitive**. In Malagasy, most roots can form both **transitive** and **intransitive** verbs in active voice. From those verbs in active voice there may also be corresponding passive and circumstantial verbs.

Usually the infix *-an-* is associated with **transitive** *verbs*, and the infix *-i-* is associated with **intransitive** *verbs* as follows:

| | infix | root | | new verb | Examples: |
|---|---|---|---|---|---|
| **Transitive** | **-an-** | ova<br>*change* | → | m-**an**-ova<br>*to change (someone changes an object)* | N**an**ova ny fotoana aho.<br>*I **changed** the appointment.* |
| **Instransitive** | **-i-** | ova<br>*change* | → | m-**i**-ova<br>*to change (something changes on its own)* | N**i**ova ny fony.<br>*His heart **changed**.* |

**Note:** There are a few exceptions to these rules (for example: some transitive verbs use the infix *-i-*).

### Verb Doubling

16b

The intensity and meaning of verbs in Malagasy can be altered by repeating the root of the word. This is referred to as verb doubling. Though doubling the root of a verb usually diminishes its intensity, occasionally it has the opposite effect as well. Exposure to native speakers will help identify most meanings of doubled verbs.

| Regular Verb | Root | Doubled Verb | Example |
|---|---|---|---|
| **Miresaka**<br>*to talk* | resaka | **Miresadresaka**<br>*to chit-chat* | **Niresadresaka** tamin'ny mpamangy izahay.<br>*We chit-chatted with the visitor.* |
| **Mandeha**<br>*to go* | leha | **Mandehandeha**<br>*to wander* | **Mandehandeha** ny ankizy.<br>*The kids are wandering.* |
| **Mitovy**<br>*to be the same* | tovy | **Mitovitovy**<br>*to be similar* | **Mitovitovy** ny filan'izy ireo.<br>*Their needs are similar.* |

**Note:** In the first two examples the first letter of the root changed when it was doubled (***v**erina* → ***b**erina)*. For an explanation about letter changes, see "Compound Words and Letter Changes".

### Active Voice Tense Prefixes

16c

There are three prefixes that imply tense for active voice. The letters *n-* (past tense), *m-* (present tense), and *h-* (future tense) are added to the front of any infix to denote the tense.

| Past Tense (*n-*) | Present Tense (*m-*) | Future Tense (*h-*) |
|---|---|---|
| **N**-itahy (blessed) | **M**-itahy (bless) | **H**-itahy (will bless) |
| **N**itahy ny fianakaviako ny filazantsara.<br>*The gospel has blessed my family.* | **M**itahy ny fianakaviako ny filazantsara.<br>*The gospel blesses/is blessing my family.* | **H**itahy ny fianakaviako ny filazantsara.<br>*The gospel will bless my family.* |

More Examples:

| | | |
|---|---|---|
| **N**isafidy ny hihinana* ... i Adama sy Eva.<br>*Adam and Eve **chose** to eat...* | Rehefa **m**ibebaka isika dia...<br>*When we **repent** then...* | **H**itsangana amin'ny maty isika.<br>*We **will be resurrected** (stand from the dead).* |
| **N**anaiky ny drafitr'A[tra] isika.<br>*We **have accepted / accepted** God's plan.* | Mila **m**anaiky isika fa nanota.<br>*We need to **accept** that we've sinned.* | **H**anaiky ny sitra-pon'A[tra] isika.<br>*We **will accept** the will of God.* |

***Note:** The action of choosing was done in the past, but when they chose they had not eaten yet, so **to eat** is in future tense.

**Activities (see answers on p. 159)**

**A. Creating Transitive and Intransitive Verbs**

For each of the following roots form both the transitive and intransitive verb. Identify the resulting meanings of each of the verbs formed from it. (You may need a dictionary to understand the root.) Check your answers.

1. petraka
2. ova
3. voha
4. fatotra
5. anatra
6. sokatra
7. seho
8. fehy

**B. Verb Doubling**

Double each of the following active verbs. Determine the resulting meaning of each. Check your answers.

1. Mamerina *(to restore)*
2. Miverina *(to return)*
3. Mamaky *(to read)*
4. Mahafantatra *(to know)*
5. Mametraka *(to set / place)*
6. Mipetraka *(to sit)*
7. Mandeha *(to go)*
8. Mitsangana *(to stand)*

**C. Translation**

On a separate sheet of paper, translate the following sentences using the correct active verb. Check your answers.

1. We (excl.) preach the gospel.
2. Jesus Christ (performed) did many miracles.
3. I felt the Holy Ghost.
4. God and Jesus Christ appeared to Joseph Smith.
5. Moroni showed Joseph the gold plates.
6. Will you come to church?



**D. Common Errors**

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Niova** ny fon'ny olona ny Fanahy Masina.
   *The Holy Ghost changed the hearts of the people.*
2. Te-***hamerina** any amin'A$^{tra}$ aho.
   *I want to return to live with God.*
3. ***Naneho** tamin'i Joseph Smith A$^{tra}$ sy Jesoa Kristy.
   *God and Jesus Christ appeared to Joseph Smith.*
4. ***Nandeha** any am-piangonana rahampitso aho.
   *I will go to church tomorrow.*
5. ***Mamerimberina** ny apôstazia ao amin'ny Baiboly.
   *The apostasies repeated over and over in the Bible.*
6. ***Niverina** ny filazantsara i Joseph Smith.
   *Joseph Smith restored the gospel.*
7. ***Haty** isika rehetra rehefa mifarana ity fiainana ity.
   *We will all die when this life ends.*
8. ***Notia** ny fampianaran'ny misionera izy.
   *He loved the missionaries' teachings.*
9. ***Naty** ho antsika i Jesoa Kristy.
   *Jesus Christ died for us.*
10. ***Notonga** omaly ny taratasy.
    *The letter came yesterday.*

**E. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Nametraka antsika ao amin'ny fianakaviana A$^{tra}$.
   *God placed us in families.*
2. Manohitra ny fahamarinana ireo olon-dratsy taloha.
   *Those wicked people opposed the truth.*
3. Mila hanomana tsara ho an'ny lesona isika.
   *We need to prepare for the lesson.*
4. Hahazo ny fiainana mandrakizay ireo izay mahatoky.
   *Those who are faithful will receive eternal life.*
5. Mahafantatra ny fahamarinany ianao raha mivavaka.
   *You will know its truth if you pray.*
6. Nandre ny feo avy any an-danitra ny Nefita.
   *The Nephites heard a voice from heaven.*
7. Natao fahagagana maro ny Tompo.
   *The Lord performed (did) many miracles.*
8. Misoratra ny fanambaran'izy ireo ny mpaminany.
   *The prophets write their revelations.*
9. Manana mandeha izahay.
   *We need to go.*
10. Manana mahita azy taloha aho.
    *I have seen him before.*

**F. Scripture activity**
Read *Almà 7:11-13*. List all of the active verbs. Check your answers. Memorize this scripture, paying special attention to when active verbs are used. Seek to mimic these patterns in your speech.

**G. *Preach my Gospel* Activity**
Read *Torio ny Filazantsarako* p. 36-37, *Andriamanitra dia Ilay Raintsika be Fitiavana any An-danitra*. Identify the active verbs in this section and try to identify why they would be active as opposed to another voice. Write your own sentences using these same active verbs. Use them as you teach about Heavenly Father the next time you teach a first lesson.

**H. Language Study Plan Activities**
1. "Learn Grammar," bullet 2. Pick one gospel topic that you will be teaching today. Write at least 10 sentences in Malagasy that would use the active voice for that gospel topic (i.e. the doer of the verb in each sentence is the noun from the sentence that most relates to the overall gospel topic you are discussing).

2. "Actively Listen," bullet 1. Listen to how others use different voices for verbs. Try to identify the reason they might use another voice besides active. Try to imitate what voice they use when they use it.

## Learning It with Your Companion

**G. Transitive vs. Intransitive**
Go to the verb charts in the back of your VP book. Find the verbs that begin with *mi-* and take turns giving each other one of these verbs. Have the other companion give the definition and decide whether it is transitive or intransitive. If it is intransitive, have them try to come up with the transitive form and give what they think it might mean.

For example: Companion A gives the verb *miova*. Companion B says that it means **to change** and that it is intransitive, because it means that something changes on its own. Companion B then says that the transitive form would be *manova* which means **to change (something else)**.

Note: You should check the verb charts or a dictionary to make sure that you got the right definition for the transitive form and that you formed it correctly. You will notice that if a root starts with v, f, p, or b that the *-an-* transitive infix will become *-am-* and the first letter of the root will delete. (For example, *miverina* >> *m + an + verina = mamerina*.)

## Applying This Principle

Even though Malagasy speakers use a lot of passive and circumstantial voice, they still use active voice more than the others. Using the active voice helps you speak directly and apply doctrines and principles directly to the investigator instead of talking about what generally happens when principles are applied.

# Passive Voice

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| When you are **baptized**, you wear white clothing. | Rehefa **atao batisa** ianao dia manao akanjo fotsy. |
| When people reject the prophets' teachings, it is **called** an apostasy. | Rehefa manda ny fampianaran'ny mpaminany ny olona dia **antsoina** hoe apôstazia izany. |
| After the resurrection of Jesus Christ, the apostles were **killed**. | Taorian'ny fitsanganan'i Jesoa Kristy tamin'ny maty, dia **novonoina** ireo apôstôly. |
| Eternal life is **given** to those who obey God. | Ny fiainana mandrakizay dia **omena** an'ireo izay mankato an'Andriamanitra. |

**Explanation**

Passive voice is used when the topic of the sentence is the receiver of the action. Because of this, the doer of the action can be either attached to the verb as an agent ending or left off altogether. (See "Possession & Agent Endings.") A passive verb is formed from the root of the word and can take one of the five forms that follow.

17a

**Root Passives**

Some roots are passive verbs all on their own. The agent ending can be put directly on the root to form a sentence. These passive verbs do not have a past tense form. The following is a list of common root passives for your reference, though not comprehensive:

| | | | |
|---|---|---|---|
| hita *(to see)* | lasa *(to leave / to buy)* | tadidy *(to forget)* | fantatra *(to know)* |
| azo *(to understand)* | very *(to lose)* | rava *(to destroy)* | tsapa *(to feel)* |
| re *(to hear)* | hay *(to know)* | resy *(to conquer / beat)* | vaky *(to break)* |
| adino *(to forget)* | heno *(to listen)* | zaka *(to bear)* | vita *(to finish)* |
| tia *(to love)* | | | |

Examples: **Horavan**'Andriamanitra ny olon-dratsy.
*God **will destroy** the wicked.*

**Very** ny filazantsara taorian'ny fahafatesan'ireo Apôstôly.
*The gospel **was lost** after the death of the Apostles.*

Actions

17b

***A*- Passives**

These passives will be formed by simply adding an *a*- to the front of the root without making any other changes. These passives deal with an object that is an intermediary in the action and with the process of an action rather than the result. (See section "Distinguishing *A*- and Suffix Passives")

**a**tao *(to do)*
**a**petraka *(to put)*

Examples: **Napetrak**'i Moronia ny takelaka tao amin'ny tany.
*Moroni **put** the plates in the earth.*

Hotsaraina isika araka ny zavatra **atao**ntsika.
*We will be judged according to the things we **did**.*

17c

**Suffix Passives**

These passives will be formed by adding *-ina* or *-ana* to the end of a root. Typically, you make the same changes to the end of the root as you would when you form the circumstantial for the same verb (ex. adding a consonant or changing a weak ending, *see* "Circumstantial Voice"). These passives deal with the result or goal of an action. Also, with suffix passives that come from an active verb with the prefix *mana*-, an *ha*- prefix will be added before the passive form.

laza**ina** *(to tell)*
**ha**mafis**ana** *(to solidify)*

Examples: Fantatro fa marina izay **nolazain**'ny namako.
*I know that what my companion **said** is true.*

**Hamafisan**'A[tra] ny finoan'ny naman'ny fiangonana.
*God **will solidify** the faith of the investigators.*

**Note**: If using the *-ana* suffix to form the passive would make it the same as the circumstantial form, the *-ina* suffix will usually be used to help distinguish them. For example: *ampanantena**ana*** (circumstantial voice) and *ampanantena**aina*** (passive voice).

### *Voa-* Passives

17d

These passives are formed by adding *voa-* to the front of the root without making any other changes. These passives can be formed with any root. They carry a meaning of an action being completely done.

17g

**voa**vonjy *(to have been saved)*
**voa**rava *(to have been destroyed)*

Examples: **Voa**rava ny fiangonana maharikoriko noresahin'i Nefia.
*The abominable church Nephi spoke of was **(completely)** destroyed.*

**Voa**vonjy isika rehefa ao amin'ny fanjakana selestialy.
*We are **(completely)** saved when we are in the celestial kingdom.*

### *Tafa-* Passives

17e

These passives are formed by adding *tafa-* to the front of the root without making any other changes. These passives can be formed with any root. These passives can have one of two meanings: it refers to an action completely done as with *voa-* but it has been done on its own; or, it can refer to an action that has been done after a long struggle.

**tafa**tsangana *(to have been risen)*
**tafa**vaky *(to have been read)*

Examples: **Tafa**tsangana tamin'ny maty i Kristy.
*Christ is risen from the dead **(and He raised Himself)**.*

**Tafa**vakiko ny Testamenta Taloha.
*I have **(finally)** read the Old Testament.*

### Distinguishing *A-* and Suffix Passives

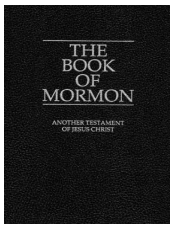
17f

Remember that passive verbs are used when the receiver of an action (or the thing being acted upon) is the topic of the sentence. Verbs that have two passive forms usually have the possibility of having two different kinds of receivers as the topic. Verbs of this type will have both *-ana* (suffix) and *a-* (prefix) forms.

For example, if you were to say, "I offered the father a Book of Mormon," there are two things being acted upon: **the father** who is offered the book and **the Book of Mormon** which is offered. Depending on which of those is your topic, you would use one passive form over the other.

If the topic is being acted upon during the process of the action, then the *a-* (prefix) form is used. If the topic is being acted upon as the end result of the action, then the *-ana* (suffix) form is used. (Hint: suffixes go on the end of words, and the suffix form is used for those at the end of the action.)

process of offering




end result of action

**The Book of Mormon** is part of the process of the offering, so the prefix form is used if it is the topic. This could be a response to the question, "How did you do teaching about **the Book of Mormon**?"

**Atolotro** ny ray **ny Bokin'i Mormona**, ary nekeny **izany**.
*I offered the father the Book of Mormon, and he accepted it.*

**The father** is the goal of the offering, so the suffix form is used if he is the topic. This could be a response to the question, "What did **the father** think of what you were teaching?"

**Tolorako** ny Bokin'i Mormona **ny ray**, ary nanaiky izany **izy**.
*I offered the father the Book of Mormon, and he accepted it.*

**Note:** Most verbs will only have one passive form (either root, *a-*, *-ina*, or *-ana*). Of those that only have one form, the most common is the *-ina* suffix form. However there are some verbs which have both a prefix form (*a-*) and a suffix form (*-ana*). The suffix form for these will **always** be *-ana*, **not** *-ina*.

## Tenses with Passive Verbs

Passive verbs are already in present tense and changing passive verbs to the past and future tenses is simple. Depending on the first letter of the passive verb, add the corresponding prefix as demonstrated below:

| | If passive starts with: | Add prefix: | Examples: | |
|---|---|---|---|---|
| **Past Tense** | Vowel | n- | **a**petraka | **n**apetrak'Andriamanitra<br>*God placed (placed by God)* |
| | | | **e**kena | **n**eken'i Jesoa Kristy<br>*Jesus Christ accepted (accepted by Jesus Christ)* |
| | Consonant | no- | **v**onoina | **no**vonoin'ny olon-dratsy<br>*the wicked people killed (killed by the wicked people)* |
| | | | **z**akaina | **no**zakain'i Kristy<br>*Christ bore (borne by Christ)* |
| **Future Tense** | Vowel | h- | **o**mena | **h**omen'ny misionera<br>*the missionaries give (given by the missionaries)* |
| | | | **i**rina | **h**irin'ny mpaminany<br>*the prophet desires (desired by the prophet)* |
| | Consonant | ho- | **v**onjena | **ho**vonjena isika<br>*we will be saved* |
| | | | **t**saraina | **ho**tsaraina ny olon-drehetra<br>*everyone will be judged* |

## Activities (see answers on pp. 159-160)

### Learning It on Your Own

**A. Form the Passive**

On a separate sheet of paper, write down the passive form for each of the active verbs below. Write one sentence using each verb that you can use in your teaching, and check your answers.

1. mieritreritra
2. misantatra
3. milalao
4. maneho
5. mampianatra
6. manaraka
7. mamerina
8. misolo
9. mamono
10. mino
11. mamaky
12. miezaka
13. mametraka
14. manangana
15. mahazo
16. manompo
17. manoroka
18. manadio
19. manampy
20. mahita

**B. Translation**

On a separate sheet of paper, write the translation for each of the sentences below, the underlined word will be the main topic of the sentence. Check you answers.

1. We learn <u>the truth</u> through the Holy Ghost.
2. I know <u>that God lives</u>.
3. God sent <u>Jesus Christ</u> to the earth.
4. God gives us <u>commandments</u> to protect us.
5. <u>We</u> can be forgiven of our sins.
6. God will judge <u>us</u> according to our works.
7. People rejected <u>the prophets</u>.
8. <u>Our sins</u> have been cleansed by repentance.
9. We should feel <u>Godly sorrow</u> for our sins.
10. The atonement will change <u>our weaknesses</u>.

**C. Translation**

On a separate sheet of paper, switch each of the following sentences to passive. Where applicable, make the underlined noun the topic of the passive sentence. Think about what your topic will have to be. Also, pay attention to whether you need to use a suffix or a prefix passive. Check you answers.

1. Nandika <u>ny Bokin'i Mormona</u> i Joseph Smith.
2. Manoratra <u>ny tenin'ny Tompo</u> ny mpaminany.
3. Manosotra <u>menaka</u> amin'ny lohany izy.
4. Nahita <u>an'i Jesoa Kristy</u> i Joseph Smith.
6. Mandroso sakafo <u>ny misiônera</u> ny namana.
7. Monosotra <u>ny lohany</u> ny misionera.
8. Manampy <u>antsika</u> mba hankato ny Tompo.
9. Nanomana <u>an'i Joseph</u> ho mpaminany Andriamanitra.

5. Mandroso sakafo ny misionera ny mpikambana.
10. Raha nandika ny Bokin'i Mormona izy, dia very ny pejiny sasany.

**D. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***No hitako** ny fiangonanareo.
   *I have seen your church.*
2. ***Fantako** fa marina ny Fiangonana.
   *I know that the Church is true.*
3. ***Tafamaky** ny enti-mody.
   *The homework got read.*
4. ***Atoron**'ny mpaminany ny lalana isika.
   *The prophet showes us the way.*
5. Izao no ***lazainan'ny** mpaminany...
   *This is what the prophet said...*
6. ***Ahosotro** menaka ianao.
   *I annoint you with oil.*
7. ***Heno** ny bitsiky ny Fanahy Masina aho.
   *I hear the whisperings of the Holy Ghost.*
8. Tsara ny lesona ***nampianatry ny eveka**.
   *The lesson the bishop taught was good.*

**E. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Nampianariko momba ny finoana aho.
   *I taught about faith.*
2. Fantatry fa marina ny fiangonana.
   *He knows that the church is true.*
3. Nazonareo ve ny Bokin'i Mormona?
   *Have you received the Book of Mormon?*
4. Voavakiko ny soratra masina isan'andro.
   *I read the scriptures everyday.*
5. Nampianay azy.
   *We helped him.*
6. Nanatanterak'i Kristy ny Sorompanavotana.
   *Christ accomplished the Atonement.*
7. Voaantso ho mpaminany i Thomas S. Monson.
   *Thomas S. Monson has been called as a prophet.*
8. Havaointsika ny fanekempihavanantsika isaky alahady.
   *We renew our covenants each Sunday.*
9. Azoko izay lazainao.
   *I understand what you're saying.*
10. Naverina ny fahafenoan'ny filazantsara.
    *The fullness of the gospel was restored.*

**F. Scripture Activity**

Read 1 Nephi 19:23. List the 4 passive verbs. Why are these verbs passive? What is the topic associated with each of these verbs? How do those topics relate to the overall message of this verse?

**G. Language Study Plan Activities**

1. "Memorize Vocabulary and Phrases," bullet 1. Look for phrases that use passive verbs in the lessons and this manual that you can use in your teaching. Memorize these phrases and pattern other passive sentences that you say on those phrases.
2. "Learn Grammar," bullet 3. Pay attention to when passive verbs are used and when a suffix passive is used over a prefix passive. What are the topics of those sentences? Can you figure out how the topic relates to the verb as either part of the process, or as the end of the action?
3. "Actively Listen," bullet 1. Listen to how others use passive verbs. Try to imitate phrases and patterns where native speakers use them and the kinds of passives that they use. Also, be careful when listening to others, because they may be using circumstantial verbs when you think they are using passive, as these forms can be very similar for some verbs.

**Learning It with Your Companion**

"Teach each other the grammar and vocabulary you have learned. Practice teaching in the mission language. Practice using the language to communicate in common missionary situations." (*Preach My Gospel*, 132)

**H. Practice Activities**

1. Take turns giving each other active sentences that can be used in your teaching and having the other transform the sentence into passive. Identify what gospel principles you could be teaching where one sentence would be used over the other.
2. After doing the scripture activity above, practice teaching your companion about studying the scriptures using 1 Nephi 19:23. Help him understand why it is important to apply what you learn in your life. Get feedback on your use of passive verbs.

## Learning It with a Native Speaker

"There is no substitute for speaking with native speakers of the language." (*Preach My Gospel*, 129)

**I. Recent Convert Activity**

1. Discuss a doctrine from one of the lessons with a recent convert. Talk about what the doctrine is, what it means to each of you, what the prophets have said about it, etc. Write down every passive verb that the native speaker uses and a note about why it was used (for example, what context it was used in or what the topic of the sentence was). Pay attention to the sentences they say after you speak. If they say a similar sentence to what you said, notice if they use the same verb voice as you.

## Learning It in a Classroom or Dsitrict Meeting

"Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand;" (*Doctrine and Covenants* 88:78)

**J. Lesson Ideas**

1. Share with the missionaries 2 Nephi 2:14. Share with them how this verse applies to verb voice in Malagasy (i.e. things that act will be the topics of active verbs, and things that are acted upon will be the topics of passive verbs). Pick something that you want the missionaries to teach about, perhaps the Savior or prophets. Write it up on the top of the board. Make two columns underneath it, one labeled, "Act," and the other, "Acted Upon." Ask the missionaries to make a list of all the things that the Savior did while He was on the earth and write their answers under "Act." Then ask them to tell you all things that others did to Him while He was on the earth, both good and bad, and write those things under "Acted Upon." Help the missionaries see when passive would be used. Tell them that they are to teach the Savior's Earthly Ministry talking about as many things written on the board as they can. Give them any vocabulary they need to be able to do so. Check to see that they are using passive verbs when they should, but have them focus on really describing well what happened during the Savior's time on the earth and what His life means for the person they are teaching.



## Applying This Principle

With this grammar you should be able to teach about what happens to the things you are talking about. For example, if you are talking about prophets, you can talk about what happens to prophets at each stage of the pattern of dispensations (people accept them, people follow them, people reject them, people kill them, etc). Think about the things that you teach, how are those things acted upon?

# Circumstantial Voice

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| How can **we help** you? | Ahoana no **ahafahanay** manampy anao? |
| Having faith in Christ **includes** believing that He is the Son of God. | Ny fananana finoana an'i Jesoa Kristy dia **ahitana** ny finoana fa Izy dia ilay Zanak'Andriamanitra. |
| When's the **best time to call** back? | Rahoviana no **fotoana** tsara **hiantsoana** indray? |
| We know you can **receive** strength to do this. | Fantatray fa afaka mahazo hery ianao mba **hanaovana** an'izany . |

**Explanation**

Circumstantial voice does not exist in English. In Malagasy it is used to center the focus of the sentence on the topic when it is the circumstance of the action. (For example: The Book of Mormon (is the instrument) by which we teach the restoration.)

**Forming Circumstantial Verbs**

18a

The circumstantial verb is formed from the active form, by following the general pattern below. In this form, circumstantial verbs are already in present tense. Add *n-,* or *h-* to imply past or future tense.

| 1**. Take the active form.** | 2**. Drop the *m-*.** | 3**. Change the ending.** | 4**. Add *-ana*.** | 5**. Change stress.** |
|---|---|---|---|---|
| • If you are changing an adjective, or if the verb does not start with *m-*, add *maha-* first. | | • If the verb ends in *y* change it to *i*.<br>• If the verb ends in a weak ending:<br>-change *ka* to *h*, unless an *h* is in the word before, then change it to *f*.<br>-change *tra* to *r*, unless an *r* or *v* is in the word before, then change it to *t*. *Tra* also becomes *f* sometimes.<br>• If the verb does not end with one of the above, continue to step 4. | • If the verb ends in a double vowel, or if the last vowel is stressed, then add a consonant before *ana*. Possible consonants, from most frequent to least: *z*, *s*, *v*, *n*, *f*. The consonant that sounds the best will be added.<br>• A consonant may also be added to other verbs. | • Stress shifts one vowel to the right.<br>• If the stress changes from the first vowel of a diphthong (*ao*, *ai*) to the second vowel, they are still said together.<br>• If stress moves from an *e* to an *i*, the *i* will become an *e*. It sometimes becomes an *e* when it shifts from an *a* or *o* also. |
| mamáky | amáky | amák**i** | amáki**ana** | amak**í**ana |
| **mah**áfaka | aháfaka | aháfa**h** | aháfah**ana** | ahaf**á**hana |
| miánatra | iánatra | iánar**r** | iánar**ana** | ian**á**rana |
| mivérina | ivérina | ivérina | ivérina**na** | iver**é**nana |
| manáo | anáo | anáo | anáo**vana** | an**áó**vana |
| manóratra | anóratra | anórat | anórat**ana** | anor**á**tana |

Actions

## Using Circumstantial Verbs

Circumstantial verbs are used to talk about the circumstances of an action or, in other words, when the topic of the sentence is a circumstance. These circumstances include, but are not restricted to:

| | |
|---|---|
| **Time**<br>When something happens | **Izao** no tokony **hibebahantsika**.<br>***Now** is when we should **repent**.* |
| **Manner**<br>How something is done | **Amim-pitiavana** no **anoroanstika hevitra**.<br>***With love** is how **we give counsel**.* |
| **Place**<br>Where something happens | Tokony **hijanonan**'ny Fanahy Masina **ny tokontrano**.<br>***The home**, the Holy Ghost should **dwell** there.* |
| **Instrument**<br>What is used to do something | **Ampianaran**'ny misonera ny filazantsara **ny soratra masina**.<br>***The scriptures**, the missionaries **teach** the gospel with them.* |
| **Reason/purpose**<br>Why something is done, or who it is done for | **Ijalian**'i Jesoa Kristy **isika**.<br>***Us**, Christ **suffered** for us.* |

**Note:** You may want to review the lesson on "Topicalization" if you need help understanding the structure of the above examples.

The following are some common expressions where the circumstantial voice is used:

| | |
|---|---|
| **Ahoana no...?**<br>Anytime you ask a **how** question, because it implies manner | Ahoana no **ahafantaranao** izany?<br>*How do **you know** that?* |
| **ny fomba...**<br>When you want to say **the way** something is done, or **how** in a sentence | Hampianariko anareo ny fomba **ivavahanay**.<br>*I am going to teach you the way **we pray**.* |
| **ny fotoana...**<br>When you want to say **the time** for doing something, or **when** in a sentence | Fotoana **hivoarantsika** izao fiainana izao.<br>*This life is a time **for us to progress**.* |
| **ny antony...**<br>When you want to say **the reason** something is done, or **why** in a sentence | Hiresaka momba ny antony **nahatongavantsika** eto an-tany izahay.<br>*We're going to talk about the reason **we came** to earth.* |
| **ny toerana...**<br>When you want to say **the place** something is done, or **where** in a sentence | Nampiseho an'i Joseph Smith ny toerana **nametrahany** ny takelaka i Moronia.<br>*Moroni showed Joseph Smith the place **he put** the plates.* |

**Note:** Not every time you use the words *fomba*, *fotoana*, *antony*, or *toerana* will it require circumstantial. For example, "The **place** that I found would be great for a temple." The **place** is not where you do finding, but it is what was found, so the passive voice would be used. (See lesson on "Relative Clauses.")

## Activities (see answers on p. 160)

### Learning It on Your Own

**A. Form the Circumstantial**

On a separate sheet of paper, write down the circumstantial form for each of the active verbs below. Write one sentence using each verb that you can use in your teaching, and check your answers.

1. manavotra
2. mahavery
3. manavao
4. mandray
5. manahaka
6. mahazo
7. marina
8. maka
9. mankató
10. manavaka
11. mandá
12. manomé
13. mandresy
14. manompo
15. mamerina
16. mihalehibe
17. masina
18. manadio
19. manambatra
20. miseho

**B. Translation**

On a separate sheet of paper, write the translation for each of the sentences below, the underlined word will be the main topic of the sentence. Check you answers.

1. We learn truth through <u>the Holy Ghost</u>.
2. <u>How</u> do you receive answers to prayer?
3. I don't know <u>how to pray</u>.
4. Alma teaches us <u>about why Christ suffered</u>.
5. It was at <u>the church</u> that we met Sandra.
6. God reveals His will to us through <u>prophets</u>.
7. <u>God</u> sent us to a place where we can grow.
8. The gospel should be taught in <u>the family</u>.
9. <u>How</u> can we see the Lord's hand in our lives?
10. <u>Now</u> is the time to prepare for eternity.

**C. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answer section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ahoana no fomba ***atao** batisa?
   *What (how) is the manner of performing (doing) baptism?*
2. Izao fiainana izao no fotoana ***hibebaka**.
   *This life is the time to repent.*
3. Ny lalana ***hiverina isika** any an-danitra ny Mpamonjy.
   *The Savior is the way/path by which we can return to heaven.*
4. Ny fitiavantsika A[tra] no antony ***mankato** isika ny didiny.
   *Our love for God is the reason we obey His commandments.*
5. Azo ***milalao** sport amin'ny andro fiomanana.
   *It is on preparation day that sports can be played.*
6. Ny fibebahana no fomba ***nanomezan**'A[tra] antsika ho diovina.
   *Repentance is the manner God gave us to be cleansed.*

**K. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Ahoana no manampy antsika ny soratra masina?
   *How do the scriptures help us?*
2. Maty i Kristy mba afaka hiverina any amin'Andriamanitra isika.
   *Christ died so that we can return to God.*
3. Tsy tiany ny antony nanomezanay azy.
   *He did not like the reason we gave him.*
4. Fotoana handinika ny fanasan'ny Tompo.
   *The sacrament is a time to reflect.*
5. Tsy fantatro nahoana itrangan'ireo zavatra ireo.
   *I do not know why those things happen.*
6. Ahoana no ampianaranao momba ny Lalán'ny Fahadiovam-pitondrantena?
   *How do you teach about the Law of Chastity?*
7. Tsy azo mipetraka miaraka amin'ny misionera hafa mandritra ny fivorian'ny fiangonana.
   *You are not allowed to sit with other missionaries during church meetings.*
8. Ampianarin'i Môrônia antsika ny fomba ahafantarana raha marina ny Bokin'i Môrmôna.
   *Moroni teaches us the way to know if the Book of Mormon is true.*
9. Ahan'i devoly fanahy antsika ny hevitsika.
   *The devil tempts us through our thoughts.*
10. Namerinana ny filazantsara i Joseph Smith.
    *The gospel was restored through Joseph Smith.*

**E. Scripture Activity**

Read 2 Nephi 2:25. Find the circumstantial verb in this verse. Why do you think one clause in this verse uses a circumstantial verb and the other does not when they both have to do with a reason or purpose?

**F. *Preach My Gospel* Activity**

Turn to the section *Ny fahalavoan'i Adama sy Eva* in *Torio ny Filazantsarako*. Find all the circumstantial verbs and write them down on a separate sheet of paper. Tell why each was used. Prepare to teach this principle in your own words using circumstantial verbs in the same way.

**G. Language Study Plan Activities**

1. "Memorize Vocabulary and Phrases," bullet 1. Look for phrases that use circumstantial verbs in the lessons and this manual that you can use in your teaching. Memorize these phrases and pattern other relative clauses that you say on those phrases.
2. "Memorize Vocabulary and Phrases," bullet 5. As you memorize the circumstantial forms of verbs, make sure to say them out loud and practice pronouncing them correctly. Sometimes it is difficult to pronounce circumstantial verbs correctly at first, because they are longer and have a different stressed vowel than the active form from which they are derived.
3. "Learn Grammar," bullet 3. Pay attention to when circumstantial verbs are used and what words tend to come before them in a sentence.
4. "Actively Listen," bullet 1. Listen to how others use circumstantial verbs. Try to imitate phrases and patterns where native speakers use them.

## Learning It with Your Companion

"Teach each other the grammar and vocabulary you have learned. Practice teaching in the mission language. Practice using the language to communicate in common missionary situations." (*Preach My Gospel*, 132)

**H. Teaching Activities**

1. After doing the scripture activity above, teach your companion about the Fall. Summarize in your own words what is taught in 2 Nephi 2:25. Focus on teaching the principle in a way that is clear and easily understood, but have your companion look for how you used circumstantial verbs and give you feedback afterwards. Did you teach the principle clearly? Would an investigator understand why the Fall is an important part of God's plan?
2. Teach your companion what you prepared from the *Preach My Gospel* activity above. Get feedback on your use of circumstantial verbs.

## Learning It with a Native Speaker

"There is no substitute for speaking with native speakers of the language." (*Preach My Gospel*, 129)

**I. Commandment Discussion Activity**

1. Talk with a recent convert about the commandments in Lesson 4. Ask him/her how they keep that commandment and why. For example, you may ask, "How do you keep the Sabbath day holy? What is the reason God has asked us to do this?" Pay attention to how they use circumstantial verbs. Then, show that you understood what they told you by explaining it back to them in your own words. Try to follow those same patterns as you teach people the importance of the commandments.

## Learning It in a Classroom or District Meeting

"Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand;" (*Doctrine and Covenants* 88:78)

**J. Lesson Ideas**

1. Find a few circumstantial phrases from a lesson in *Torio Ny Filazantsarako* that you want the missionaries to work on. Write the first one up on the board. Go around in a circle and have each missionary repeat the sentence out loud but have them replace the circumstantial verb with another that would fit in the sentence. They may change the rest of the phrase to make their verb work. Then put the second phrase up and have each missionary write down as many different sentences as they can on their own, using the same sentence but changing the circumstantial verb, as they did with

the first sentence. Give them a few minutes and then go around the circle giving each missionary a chance to share a sentence with the district. Go around the circle until all the sentences have been said. Then have them teach a medium length version of the lesson trying to use the circumstantial verbs from the previous activities to help them enhance their lesson and focus on the reasons and circumstances of what they are teaching about.

2. One way to help missionaries practice using circumstantial verbs is by having them ask and answer why and how questions. Write down on little slips of paper all of the doctrines from the Lessons 1-4. Have missionaries come up and draw a doctrine, then ask a why or how question about that doctrine. They then pick a missionary to answer it, using a complete sentence, as follows:

   Missionary 1: Nahoana no maty ho antsika i Jesoa Kristy?
   Missionary 2: Maty ho antsika i Kristy mba ahafahantsika hiverina any amin'Andriamanitra.

   or

   Missionary 1: Ahoana no ahatsapanao ny Fanahy Masina?
   Missionary 2: Amin'ny fahatsapan'ny fifaliana sy ny fiadanana no ahatsapako ny Fanahy Masina.

   Then, the second missionary comes up and draws a doctrine to ask a question about. You can either have the missionries put the slips of paper back in and go for a specific time period, or go until all the slips are gone. Have the missionaries who are not asking or answering questions write down what they hear and verify that the circumstantial form and its use was correct.

## Applying This Principle

With this grammar you should be able to teach about the why's and how's of any doctrine in a clear way. Pick a commitment that you want to improve the way that you teach and extend. Practice teaching the doctine behind the commitment to your companion working on making sure that you clearly explain the reason for the commitment and details of how, where, and when they will keep it. Would an investigator clearly understand what you expect of him/her? Would they feel motivated to keep it, because they clearly understand why they are doing it? Evaluate how clearly your companion was able to understand the commitment and how to keep it in his or her life.

# Verbal Infixes

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| The Book of Mormon testifies of Joseph Smith's prophetic calling. | Ny Bokin'i Môrmôna dia mijoro ho vavolombelona momba ny antso amin'ny m**aha**–mpaminany an'i Joseph Smith. |
| The Holy Ghost teaches us through quiet feelings. | Ny Fanahy Masina dia m**amp**ianatra antsika amin'ny alalan'ny fahatsapana tony. |
| On the Sabbath day we strengthen **each other**. | Amin'ny andro Sabata dia mi**if**ankahery isika. |

**Explanation**

19a

Verbal infixes in Malagasy are used to change the meaning of verbs, and by so doing, creating a new verb altogether. Each infix has a unique meaning and use, and more than one can be added depending on what you want to say. When added to a verb they will always follow the pattern below.

| *causative* | *reciprocal* | *causative* | *others* | |
|---|---|---|---|---|
| **-amp-** | **-if-**<br>**-ifamp-** | **-ank-**<br>**-amp-** | **-an-***<br>**-i-***<br>**-a-**<br>**-aha-**<br>**-ian-**<br>**-iha-**<br>**-ana-** | root |

***Note:** The infixes *-i-* and *-an-* relate to transitivity. For an explanation of transitive and intransitive verbs and how these infixes affect them see "Active Voice: Transitive and Intransitive Verbs".)

Actions

**Causitive Infixes**

19b

The causitive infixes create verbs that indicate making or causing something to do something else. The following examples show the infix in the active voice only. There are several exceptions to these rules and these simply must be memorized.

| infix | verb | | | | new verb | | |
|---|---|---|---|---|---|---|---|
| **-amp-** | mianatra *to learn* | miasa *to work* | matahotra *to be afraid* | → | m-**amp**-ianatra *to teach (to cause to learn)* | m-**amp**-iasa *to use (to cause to work)* | m-**amp**-atahotra *to scare (to cause to be afraid)* |

| infix | adjective (with *-a-* infix) | | | new verb | |
|---|---|---|---|---|---|
| **-ank-** | mahery *to be strong* | marary *to be ill* | → | m-**ank**-ahery *to strengthen (to cause to be strong)* | m-**ank**-arary *to cause to be ill* |

| infix | root adjective | | | | new verb (action that **changes** the state of being) | | |
|---|---|---|---|---|---|---|---|
| **-ana-** | tsara *good* | mafy *hard* | ratsy *bad* | → | m-**ana**-tsara *to improve (to make good)* | m-**ana**-mafy *to confirm (to make hard)* | m-**ana**-ratsy *to slander (to make bad)* |

| infix | root adjective/noun* | | | | new verb (action that **created** the existing nature of being) | | |
|---|---|---|---|---|---|---|---|
| **-aha-** | tsara *good* | mafy *hard* | ratsy *bad* | → | m-**aha**-tsara *to be that which makes the nature good* | m-**aha**-mafy *to be that which makes the nature hard* | m-**aha**-ratsy *to be that which makes the nature bad* |

***Note:** When using the *-aha-* infix with a noun, it is hyphenated. For example: When saying **as the Savior (in what makes Jesus Christ the Savior)**, the Malagasy translation would be *amin'ny maha-Mpamonjy an'i Jesoa Kristy.*

The following example will help to identify the difference between the *-ana-* and *-aha-* infixes:

| | | |
|---|---|---|
| **-ana-** | **ratsy** *bad* | Niezaka n**ana**ratsy an'i Kristy ny olona ratsy.<br>*The evil men tried **to slander** (to make bad) Christ.* |
| **-aha-** | | Ny fieboeboana no n**aha**ratsy an'i Satana.<br>*Pride is what makes Satan **(inherently) evil (bad)**.* |

In the *-ana-* example Christ by nature is inherently good, but the focus of the verb was to point out that someone was trying **to make** Him **appear** bad.
In the second example, Satan is inherently evil, and the focus of the verb was to point out that his pride is what makes him evil.

### Directional Infix

19c

The infix *-ian-* creates verbs that express movement in a direction relative to the root it is attached to.

| infix | root | | | | new verb | | |
|---|---|---|---|---|---|---|---|
| **-ian-** | tsena<br>*market* | avaratra<br>*north* | havanana<br>*right* | → | m-**ian**-tsena<br>*to go to market* | m-**ian**-avaratra<br>*to go north* | m-**ian**-kavanana*<br>*to go right* |

***Note:** *-ank-* in this word is not an infix. Rather, it is a result of combining *-ian-* (direction infix) with *havanana* (right). See Word Combinations and Letter Changes for an explanation of the changes in spelling.

### Reciprocal Infix

19d

The *-if-* infix takes verbs and creates new verbs that have a reciprocal meaning; that is, when used, the action is done between two people. In English, we say that it is done to **each other**. The following examples show the infix in the active voice only.

| infix | verb | | new verb |
|---|---|---|---|
| **-if-** | manome<br>*to give* | → | m-**if**-anome<br>*to give (something) to **each other*** |
| **-ifamp-*** | miantso<br>*to call* | → | m-**ifampi**-antso<br>*to call **each other*** |
| | mijery<br>*to look* | → | m-**ifamp**-ijery<br>*to look at **each other*** |
| **-ifank-**** | mahita<br>*to see* | → | m-**ifank**-ahita<br>*to see **each other*** |
| | mahalala<br>*to know* | → | **m-ifank**-ahalala<br>*to know **each other*** |

*The reciprocal infix *-ifamp-* must be used when the original verb is a transitive *-i-* verb. (See “Active Voice” on page 71.)
**The reciprocal infix *-ifank-* must be used with verbs built with the *-aha-* or *-a-* infixes.

### Progressional Infix

19e

The infix *-iha-* creates verbs that express development relative to the adjective it is attached to. The verb has a meaning something similar to **to get** in English. The following examples show the infix in the active voice only.

| infix | adjective | | new verb |
|---|---|---|---|
| **-iha-** | tsara<br>*good* | → | m-**iha**-tsara<br>*to get/to become good* |
| | salama<br>*healthy* | → | m-**iha**-salama<br>*to get/to become healthy* |
| | matanjaka<br>*strong* | → | m-**iha**-matanjaka<br>*to get/to become strong* |

### Adjective Infix

19f

The *-a-* infix is used to create adjectives. Adjectives formed with the *-a-* infix have tenses and use the active voice tense prefixes (see “Active Voice: Active Voice Tense Prefixes”).

| infix | root | | adjective |
|---|---|---|---|
| **-a-** | tanjaka<br>*strength* | → | m-**a**-tanjaka*<br>*strong* |
| | laza<br>*fame* | → | m-**a**-laza*<br>*famous* |

### Ability Infix

19g

The *-aha-* infix implies the ability to do an action. The verb is created by adding the infix to a root noun or passive.

| infix | root noun/passive | | new verb |
|---|---|---|---|
| **-aha-** | teny<br>*word* | → | m-**aha**-teny<br>*to be able to speak* |
| | vita<br>*finished* | → | m-**aha**-vita<br>*to be able to finish* |

## Activities (see answers on pp. 160-161)

### Learning It on Your Own

**A. Translation**

Translate the following verbs into Malagasy, using the appropriate infixes.

1. what makes one happy
2. what makes Jesus Christ the Savior
3. to get/become evil
4. to love each other
5. to go to the market (to go shopping)
6. to understand each other
7. to make small (to shrink)
8. to cause to happen to (to apply)
9. to cause to stick out (to emphasize)
10. to be able to be bold
11. to be able to trust (to be trustworthy)
12. to share with each other

**B. Translation**

Translate the following sentences in English, focusing on verbal infixes to find the meaning of each verb in parentheses. Check your answers.

1. Rehefa manatrika ny fivoriam-piangonana sy miara-mivavaka isika dia _____ (to strengthen each other).
2. Mahaiza _____ (to alternate) manomana ny lesona.
3. Natao _____ (to help each other) ny mpivady.
4. _____ (to be in accordance with) amin'ny fotopampianarana ve ny fiainanao?
5. Natao hampirindra sy _____ (to coordinate) ny olona rehetra ny filazantsara.
6. Manome antsika ny fahafahana _____ (to teach each other) ny filazantsara ny fotoan'ny takarivan'ny mpianakavy.
7. Tena _____ (a discussion) amin'A$^{tra}$ ny vavaka.
8. Asaivo ny misionera _____ (to share with each other) izay nianariny.
9. _____ (teach each other) ny lesona amin'ny fiteny ampiasaina ao amin'ny *Torio ny Filazantsarako*.
10. Enga anie _____ (to comprehend each other) ny misionera sy ny mpikambana.

**C. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answer section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Tokony ***hitia iray amin'ny hafa** isika.
   *We should love one another.*
2. ***Maka tsara** ny fahaizan'i Elder Jones amin'ny teny Gasy.
   *Elder Jones is getting better at Malagasy.*
3. Mila ***hankavaratra** isika vao tonga amin'ny tranon'izy ireo.
   *We need to go north to get to their house.*
4. ***Mitanjaka** be ny finoako noho ny valim-bavaka azoko.
   *My faith is very strong because of the answer I received.*
5. Rahoviana ianareo no ***mianfiangonana**?
   *When do you all go to church?*
6. Tokony ***hianatra** azy lesona momba ny finoana isika.
   *We should teach him a lesson about faith.*
7. ***Mandeha maro** ny mpikambana eto Ambohipo.
   *The members here in Ambohipo are increasing (becoming many).*
8. Raha ***hifitia** isika, dia hankato ny didy lehibe faharoa.
   *If we love one another, then we will keep the second great commandment*

**D. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

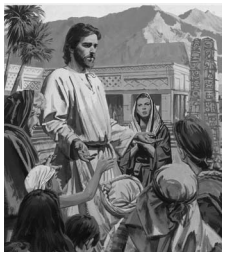
1. Nandidy antsika hifitia i Kristy.
   *Christ commanded us to love one another.*
2. Raha misy maha-te ho tia dia tokony hikatsaka an'izany isika.
   *If there is anything praiseworthy (makes one want to like it) we should seek after it.*
3. Mifampahery ny fianakaviana.
   *Families strengthen each other.*
4. Mifahazo tsara ny Bokin'i Môrmôna sy ny Baiboly.
   *The Book of Mormon and the Bible complement each other.*
5. Mahery ny finoana raha mifototra amin'i Jesoa Kristy.
   *Faith is powerful if it is founded in Jesus Christ.*
6. Manampy ny olona hahita fifaliana marina izahay amin'ny maha-misionera izahay.
   *As missionaries we help people find true joy.*
7. Tokony hifampiankina ny mpikambana amin'ny paroàsy.
   *Members in wards should rely on each other.*
8. Tokony mamparina ny hevitsika vao hanao zavatra isika.
   *We should confirm our thoughts before we act.*

### E. *Preach My Gospel* Activity

Read the following paragraph from chapter 5 in *Torio ny Filazantsarako*. Identify all of the 16 instances of infixes from this lesson. Check your answers.

> Fototra iorenan'ny fijoroana ho vavolombelona. "Mirodana ny andohalambo raha esorina ny vato ifaharany ary toy izay koa ny fahamarinan'ny Bokin'i Môrmôna izay mampijoro na mampianjera ny Fiangonana. Takatr'ireo fahavalon'ny Fiangonana tsara izany. Izay no antony ikirizan'izy ireo hilaza sy hanaporofo fa tsy marina ny Bokin'i Môrmôna, satria raha voaporofony fa tsy marina izany dia tsy marina torak'izany koa ny Mpaminany Joseph Smith sy ny fanalahidin'ny fisoronana, sy ny fanambarana ary ny Fiangonana naverina amin'ny laoniny. Nefa kosa raha marina ny Bokin'i Môrmôna—ary an-tapitrisany maro no efa nijoro ho vavolombelona fa manana ny fijoroana ho vavolombelon'ny Fanahy izay milaza fa tena marina izany—dia tsy maintsy hanaiky ny fanambarana momba ny Famerenana amin'ny laoniny sy izay rehetra miaraka amin'izany ny olona" (AWitness and a Warning [1988], 18–19). Ny Bokin'i Môrmôna miaraka amin'ny Fanahy dia loharano tena matanjaka ho anao amin'ny fiovam-po. Ity no boky marina indrindra amin'ny boky rehetra eto an-tany (jereo ny teny fanoloran'ny Bokin'i Môrmôna). Mampianatra mazava tsara ny fotopampianaran'i Kristy izany, indrindra indrindra ireo hita ao amin'ireo lesona izay ampianarinao ny naman'ny Fiangonana. Ampiasao izany ho toy ny loharano voalohany amin'ny fampianarana ny filazantsara naverina amin'ny laoniny. Ireto manaraka ireto dia ohatra—na fahamarinana nampianarina mazava tsara ao amin'ny Bokin'i Môrmôna izay hampianarinao ny naman'ny Fiangonana."

Now write as many sentences as you can in 5 minutes that relate to this principle and have your companion check them. Using your sentences, teach your companion a principle as if he or she were one of your investigators. Get feedback on how well you used verbal infixes.



### F. Scripture Activities

Read Jaona 13:35 and write down the verbal infix used in this verse. Check your answer. Think of an investigator who could benefit from this verse and plan to share it with them within the next day or two.

### G. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 1. Look for verbal infixes in the scriptures you are preparing to use in your teaching today*, Torio ny Filazantsarako*, brochures, and other missionary materials. Ask others for help understanding how infixes are used. The next time you teach these principles try to use the infixes you came across.
2. "Learn grammar," bullet 3. "Pay attention to word order in the language and to words and their parts." As you prepare for your investigators be aware of how verbal infixes can help improve what you want to say to help your investigators. For each of the verbal infixes in this lesson, think of how you can use it with a specific investigator today.

## Learning It with Your Companion

### H. Creating New Verbs

Go to the A-Z Vocabulary section of your VP book. Take turns giving each other words from the the Malagasy section. Try to create as many new verbs as you can using the infixes in this lesson. Decide which infixes can be used with each word. Then, give each new verb and what it would mean.

## Learning It with a Native Speaker

### I. Lesson Plan

Trying to use as many of the new words you created during the companion activty as you can, write a 5-10 lesson plan for one of the lessons from Chapter 3 of *Preach My Gospel*. Then take it to a native speaker and have them read it and mark anything that doesn't sound like it could be said by a native speaker. Have them pay particular attention to the verbs used and whether they are correct verb forms and if they make sense in the sentences written. Ask them questions about anything that they marked that you don't understand. Ask them how to express the idea correctly.

## Learning It in a Classroom or District Meeting

### I. Speed Verbs

The game is played by taking turns going around in a circle giving different verb forms. The first person starts by giving a verb with one of the verbal infixes from this lesson, for example *mampianatra*. The next person either has to give a verb using that *-amp-* infix or using another infix with the root *-ianatra*. Give a set amount of time to come up with a new verb. The first time through you may give 5 or 10 seconds, then subsequent rounds can be less as they get the hang of it. If a missionary takes too long to come up with a new verb, gives an invalid verb form, or gives a verb form that was already given, they are out. Keep going until only one missionary is left. At any time you can stop and ask a missionary what the verb they gave means and to give you an example sentence. If they fail to do so correctly, they are out.

## Applying This Principle

Understanding this principle will help you convey meaning in a more concise and precise manner. You will find that these infixes are used everywhere. They will help you clearly talk about the cause and effect relationships of living gospel principles and how people should treat each other in and out of the Church.

# Direct Objects

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| Our faith in Christ leads **us** to repent. | Mitarika **antsika** hibebaka ny finoantsika an'i Jesoa Kristy. |
| We know that the Lord will strengthen **you**. | Fantatray fa hankahery **anao** ny Tompo. |
| We thank **Thee** for Thy Son, Jesus Christ. | Misaotra **Anao** izahay noho ny Zanakao Jesoa Kristy. |
| I anoint **you** with this consecrated oil. | Manosotra **anao** amin'ity menaka voahasina ity aho. |

**Explanation**

The direct object indicates what or who receives the action of the verb when it does not take the role of the topic.

The direct object is placed directly after the verb.

There are also cases in Malagasy where there are two direct objects in a sentence because a verb is ditransitive (two objects are affected by verbs like *mampianatra*, *manome*, and *miteny*). For example, the phrase, *Mampianatra **antsika ny fahamarinana** ny mpaminany*, has two direct objects - **us** and the **truth** - that are being affected by the one verb - **to teach**.

### Identify a Direct Object

To find what or who receives the action of the verb, we ask the question, "What or who is being _____-ed?"

Example: The missionaries read the scriptures.

What is being **read**? *The scriptures*. "The scriptures" are the direct object in this sentence.

### Replace a Direct Object with a Pronoun

20a

To avoid repeating the direct object again and again, replace it with a direct object pronoun.

Examples

Nahoana no mamaky ny **soratra masina** isika?
*Why do we read the scriptures?*

Mamaky **an'ireo** isika mba hianatra ny filazantsara.
*We read them in order to learn the Gospel.*

Here are the Malagasy direct object pronouns when the direct object is not the topic:

| Direct Object Pronouns | | | | Examples |
|---|---|---|---|---|
| **ahy** | me | **antsika** | us (inclusive) | Hanta, fantatro fa mahafantatra **anao** manokana A[tra].<br>*Hanta, I know that God knows **you** personally.* |
| | | **anay** | us (exclusive) | |
| **anao** | you (singular) | **anareo** | you (plural) | Fidy sy Hasina, fantatro fa hitahy **anareo** A[tra] raha hankato.<br>*Fidy and Hasina, I know that God will bless **you** if you obey.* |
| **azy** | him, her, it | **azy ireo** | them | Manampy **antsika** mivoatra ny filazantsara.<br>*The Gospel helps **us** progress.* |

**Note**: There are two different forms of *us.* Understanding the difference beween these two forms of *us* is extremely important to convey the right meaning. They follow the same rules as the personal pronouns *izahay* and *isika* (See "Personal Pronouns").

### Direct Object Markers

20b

In front of proper nouns, demonstratives, and titles, you add an *an'* to make it the direct object (For example: *an'i Jesoa*). Without the *an'* these three types of nouns would act as the topic of the sentence.

| Use of *an-* | Direct Object Marker | Example Sentences |
|---|---|---|
| *an-* with proper nouns | **an'i** | Namono **an'i Jesoa Kristy** ve ny olona ratsy?<br>*Did the evil people kill **Jesus Christ**?* |
| *an-* with demonstratives | **an'ireo** | Inona ireo fitahiana nangatahin'i Joseph Smith ho **an'ireo** mahatoky?<br>*What blessings did Joseph Smith request for **the faithful**?* |
| *an-* with titles | **an'A[tra]*** | Tokony hisaotra **an'A[tra]** isan'andro isika.<br>*We should thank **God** every day.* |

**Note**: You say *an'A[tra]* and not *an'i A[tra]* because *A[tra] is a title and not a proper name*.

*An'* is sometimes used in front of common nouns that refer to people (such as *ny misionera*), when the noun would act as the indirect object of the sentence (because *an-* is the abbreviated form of *amin'ny* which precedes indirect objects).

## Referring to Ideas

20c

Sometimes the direct object is not a specific noun, but an idea.

What is known? That the Church is true.
Ideas like this are always replaced by the pronoun *izany*.

Examples

Fantatro **fa marina ny Fiangonana**.
*I know that the Church is true.*

Fantatrao ve **fa marina ny Fiangonana**?
Do you know that the Church is true?

Eny, fantatro **izany**.
*Yes, I know it (that).*

## Activities (see answers on p. 161)

### Learning It on Your Own

**A. Identifying Direct Objects**

On a separate sheet of paper write the correct direct object pronoun for the following words. Check your answers.

1. ny fahamarinana
2. ny lesona
3. ireo vehivavy
4. ireo misionera
5. ireo fahamarinana
6. ny mpampianatra
7. aho
8. ny boky
9. ny naman'ny fiangonana
10. ny filoha Packer
11. isika
12. Rahavavy Hanitra
13. izahay
14. ianareo

Actions

**B. Translation**

On a separate sheet of paper, translate the following sentences in active voice using direct object pronouns. Check your answers.

1. We help him.
2. He knows us (incl.).
3. I saw it. (the book)
4. She taught us all (excl.).
5. We build them (temples).
6. I'll do it!
7. God blesses her.
8. We receive it (an answer).
9. We overcome them (obstacles).
10. It cleanses us (incl.).
11. We see him.
12. We can receive them (blessings).
13. We can do it.
14. We have them (God's commandments).
15. You all share them (your feelings).
16. They love me.
17. You share it (the experience).
18. He invites you (sing.).

**C. Companion Activity**

Ask the following questions with your companion and answer them in complete sentences using direct object pronouns.

1. Manampy anao ve ny mpiara-mitory aminao?
2. Tokony hijoro ho vavolombelona momba an'i Kristy ve izahay?
3. Tsara ve ny manasa ny naman'ny fiangonana?
4. Hamangy ny ray aman-dreny ve ianao?
5. Mila fanampiana avy amin'Andriamanitra ve isika ?
6. Maneho ny fitiavany antsika ve i Jesoa Kristy?
7. Mivarotra ny Bokin'i Môrmôna ve isika?
8. Mihira ny hira kanto ve Rahavavy Sariaka?
9. Mampianatra anao ny marina ve ny mpaminany?
10. Mahafantatra antsika tsirairay ve Andriamanitra?

### D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Namono ***i** Jesoa Kristy ny olon-dratsy.
   *The wicked people killed Jesus Christ*
2. Afaka hahazo ***ireo** fitahiana ireo isika raha...
   *We can receive those blessings if...*
3. Mitahy ***aho** A[tra].
   *God blesses me.*
4. Tsy tokony hanao ***izany** isika raha te-ho marina.
   *We should not do that if we want to be righteous.*
5. Tokony hamaky ***azy ireo** (ny soratra masina) isika.
   *We should read them (the scriptures).*
6. Mahafantatra ***fa** aho.
   *I know that.*
7. Tokony hampianatra ***izy** momba ny fankatoavana isika.
   *We should teach him about obedience.*
8. Mino ***Andriamanitra** ve ianao?
   *Do you believe in God?*
9. Nampianatra ***Fanja sy Ginot** fito taona lasa izy ireo.
   *They taught Fanja and Ginot seven years ago.*
10. Hahasoa ***ianareo** ny hafatra entinay.
    *The message we bring will bless your lives.*

### E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Niantso mpaminany vaovao A[tra].
   *God called a new prophet.*
2. Afaka hidera A[tra] amin'ny alalan'ny hira isika.
   *We can praise God through song.*
3. Tia anay zanany A[tra].
   *God loves us His children.*
4. Fantatro izany misy mpaminany velona ankehitriny.
   *I know that there is a living prophet today.*
5. Nanendry anay ho iraka ny Tompo.
   *The Lord set us apart to be messengers.*
6. Mampianatra an-dry Tolotra sy Tsilavina anay.
   *We teach (dear) Tolotra and Tsilavina.*
7. Mino Jesoa Kristy aho.
   *I believe in Jesus Christ.*
8. Nijaly ho an'antsika i Jesoa Kristy.
   *Jesus Christ suffered for us.*
9. Ny finoantsika i Kristy dia mitarika anstika amin'ny asa tsara.
   *Our faith is Christ leads us to good works.*
10. Ny fitsipika voalohan'ny filazantsara ny finoana an'i Kristy.
    *Faith in Christ is the first principle of the gospel.*

### F. *Preach My Gospel* Activity

Go to *Torio ny Filazantsarako* page 216—217 and read *Ampiharo ny soratra masina*. Identify direct objects in this section. Then teach your companion the steps for helping an investigator apply a scripture, focusing on the use of direct objects.

### G. Scripture Activities

1. Read Alma 32:37–38. In these verses, Alma introduces a topic and then continually refers to it using direct object pronouns. Write down what the topic is and then write down each instance that a direct object, together with a verb, are used to refer to it. Check your answers. Think of an investigator who could benefit from these verses. Teach your companion about faith using these verses as if he or she were that investigator. Focus on using direct object pronouns to refer to established topics.

### H. Language Study Plan Activities

1. "Actively listen," bullet 5. Think of questions that your investigators or other people could ask you today and write them down. Then write how you would answer them using direct object pronouns (if possible). Have your companion or a native speaker check your sentences for correctness.
2. "Memorize vocabulary and phrases," bullet 7. Find sentences that use direct objects in the Vocabulary and Phrases section, the lessons, brochures, etc. Memorize the phrases and set goals to use them. Find other ways to express the same idea in your own words.

## Learning It with Your Companion

**I. Sentence Creation**

With your companion, take each topic and then think of as many sentences as you can where that topic can be used as a direct object pronoun. You may use more than one direct object pronoun depending on what you want to say.

Example: Ny fianakaviana

Tia **azy ireo** aho. (*I love them.*)
Nahary **azy ireo** tamin'ny endriny Andriamanitra. (*God created them in His image.*)
Miezaka mandrava **izany** i Satana. (*Satan tries to destroy it.*)

1. ny Soratra Masina
2. ny naman'ny fiangonana
3. ny mpiara-mitory amiko
4. ny mpikamban'ny fiangonana
5. ny mpiray tampo amiko
6. ny didy
7. ny eveka
8. *Torio ny Filazantsarako*
9. ny fahamarinana
10. ny misiona

**J. Lesson Plans**

With your companion, review your lesson plans for today. Write 10 sentences using direct object pronouns that you can use in your teaching and practice using them. Get feedback from your companion about how well you used direct object pronouns.

## Learning It in a Classroom or District Meeting

Direct objects and direct object pronouns are best learned in a lesson about sentence structure, where the missionaries can practice using them in a context, rather than during an isolated lesson on its own.

## Applying This Principle

As you understand and apply this principle, you will be able to specify what the gospel can do to and for others as they live it.

# Indirect Objects

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| Would you like to share **with us** what concerns you? | Te-hilaza **aminay** izay mampiahiahy anao ve ianao? |
| We have a prophet who speaks **to us** today. | Isika dia manana mpaminany izay miresaka **amintsika** amin'izao fotoana izao. |
| We would like to talk **to you** about the plan of salvation. | Te–hiresaka **aminao** momba ny drafitry ny famonjena izahay. |
| A similar experience happened **to my family**. | Nisy zavatra toy izany koa niseho **tamin'ny fianakaviako**. |

**Explanation**

The indirect object indicates **to whom** or **with whom** something is intended.

**Identifying the Indirect Object**

To find the indirect object, we ask the question, "**To whom** or **with whom**?"

Example: The missionaries teach the lesson to Rasolo.

To **whom**? → ***to Rasolo***. Rasolo is the indirect object in the sentence, and receives the direct object (**the lesson**).

**Forming the Indirect Object**

21a

When referring to a person, the indirect object is always introduced with the preposition *amina or amy*. To avoid repeating the indirect object again and again, we replace it with an indirect object pronoun.

Examples:

Nampianatra ny lesona **tamin'i** Mahefa ve ianao?
*Did you teach the lesson **to** Mahefa?*

Eny, nampianatra ny lesona faharoa **taminy** izahay.
*Yes, we taught him (to him) the second lesson.*

Here are the Malagasy indirect object pronouns:

| | | | |
|---|---|---|---|
| **amiko** | *to/with me* | **amintsika**<br>**aminay** | *to/with us (inclusive)*<br>*to/with us (exclusive)* |
| **aminao** | *to/with you* | **aminareo** | *to/with you (plural)* |
| **aminy** | *to/with him/her/it* | **amin' izy ireo** | *to/with them* |

21b

Here are the indirect object markers for regular indirect objects:

| | | | |
|---|---|---|---|
| **amin-dRabe** | *to/with Rabe*<br>*(R- names)* | **amin'i Alma** | *to/with Alma*<br>*(proper names)* |
| **amin'ny olona** | *to/with the people*<br>*(common nouns)* | **amin' A$^{tra}$** | *to/with God* |

If you are talking about something that has happened in the past, the indirect object pronoun is changed into the past tense by adding *t-* to the front.

When saying **with** (a person) the verb *miaraka* (**together**) is added. See "Compound Words and Letter Changes" for information on how to do this.

Examples:

**Hiara-**hiangona **aminay** ve ianareo amin'ny Alahady?
*Will you come to church **(together) with us** on Sunday?*

**Niara-**nivavaka **tamin'i Amioleka** i Alma.
*Alma prayed **(together) with Amulek**.*

Actions

**Activities (see answers on pp. 161-162)**

## Learning It on Your Own

### A. Identify the Indirect Object

On a separate sheet of paper, write down the indirect object in each of these sentences. Check your answers.

1. Nanambara ny filazantsara tamin'i Adama Andriamanitra.
2. Indraindray sarotra amintsika ny mankato.
3. Mitovy amiko ny zavatra niseho tamin'i Elder Smith
4. Niresaka tamin'i Joseph Smith A$^{tra}$ sy Jesoa Kristy.
5. Mitaky ny fankatoavana amintsika A$^{tra}$.
6. Niara-niaina tamin'A$^{tra}$ isika talohan'ny nahaterahantsika.
7. Mitovy amin'ny traikefan'i Joseph Smith ny traikefanao.
8. Afaka hiverina amin'A$^{tra}$ isika noho ny Mpamonjy ihany.
9. Rahoviana no afaka handalo aty aminareo indray izahay?
10. Afaka hiara-hivavaka aminareo izao ve izahay?

### B. Translation

Translate the following sentences, focusing on using indirect objects correctly. Check your answers.

1. We can communicate with God through prayer.
2. If we rely on the Savior then He can make us strong.
3. God revealed the truth to Joseph Smith.
4. The Holy Ghost can be with us always if we remain worthy.
5. The deacons shared the sacrament to the members.
6. We will tell you about what happened to Joseph Smith.
7. Faith in Jesus Christ leads us to good works.
8. We can not return to God through our own strength alone.
9. God has always given the priesthood authority to prophets.
10. When we die our spirits go to the spirit world.

### C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Nanome ny takela-bolamena ***tamin'azy** i Môrônia.
   *Moroni gave the gold plates to him.*
2. Tokony hivavaka ***amin'i** A$^{tra}$ isan'andro isika.
   *We should pray to God each day.*
3. Hanolotra ny fanoloran-tena ***amin'azy ireo** ve ianao?
   *Will you extend the commitment to them?*
4. Mirakitra ny fifandraisan'A$^{tra}$ ***an'ny** Nefita izany.
   *It contains the dealings of God with the Nephites.*
5. Hanome naman'ny fiangonana ***amin'ny isika** ny Raintsika any an-danitra raha mazoto isika.
   *Heavenly Father will give us investigators if we are diligent.*
6. i Jesoa Kristy no hany fomba hiverenantsika ***amin'ny** A$^{tra}$.
   *Jesus Christ is the only way we can return to God.*
7. Hiara-hiangona ***amintsika** ve ianareo mianakavy?
   *Will you (family) come to Church with us?*
8. Nanome ny Fisoronana Aharona *t**amin'izy** i Jaona.
   *John gave the Aaronic Priesthood to him.*
9. Misy fitsipika maro izay tena zava-dehibe ***amin'ny aho**.
   *There are many principles that are very important to me.*
10. Nanambara ny fahamarinana ***mba** i Joseph Smith A$^{tra}$.
    *God revealed the truth to Joseph Smith.*

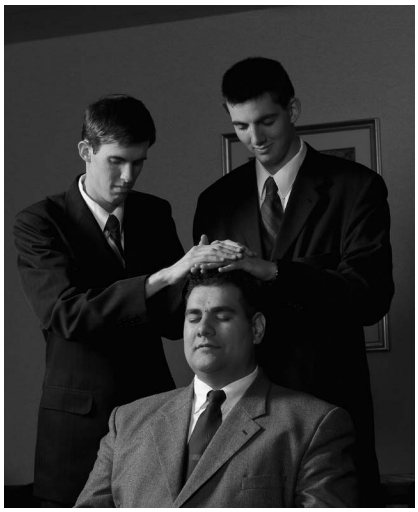
### D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Tokony hampianatra an'ny Fanahy Masina isika.
   *We should teach with the Holy Ghost.*
2. Miteny antsika A$^{tra}$ amin'ny alalan'ny fanambarana.
   *God speaks to us through revelation.*
3. Nivavaka an'A$^{tra}$ i Kristy tao amin'ny Sahan'i Getsemane.
   *Jesus Christ prayed to God in the Garden of Gethsemane*.
4. Niteny tamin'azy A$^{tra}$ sy Jesoa Kristy.
   *God and Jesus Christ spoke to him (Joseph Smith).*
5. Hiara-handeha aminay amin'ny fotoam-batisa ve ianao?
   *Will you come to the baptismal service (together) with us?*
6. Hanome ny Fanomezana ny Fanahy Masina amin'azy izy.
   *He will give her the Gift of the Holy Ghost.*
7. Manome fahafahana hianatra amin'ny olon-drehetra A$^{tra}$.
   *God gives all men (all people) the opportunity to learn.*
8. Hiara-hampianatra amintsika ve ianao?
   *Will you teach (together) with us?*
9. Manambara ny filazantsara amin'i olona ny mpaminany.
   *Prophets reveal the gospel to the people.*
10. Mpiara-mitory amin'ny Elder Smith aho.
    *I am Elder Smith's companion (I preach with Elder Smith).*

**E. *Preach My Gospel* Activity**

Read page 39 in *Torio ny Filazantsarako* and identify all the indirect objects. Check your answers in the back of the book. Use these when teaching about gospel dispensations.



**F. Scripture Activities**

1. Read Jaona 14:26. Think of an investigator whom you will soon be teaching about the gift of the Holy Ghost. Practice teaching this scripture to your companion as if he or she were that investigator. Personalize the scripture by changing the informal pronouns to formal ones. Get feedback on your use of indirect objects.

2. Read Enôsa 1:1–8 and write down all of the indirect objects with the verb that goes with them. Check your answers. Then write sentences that you could use to tell this story to an investigator from a third-person point of view, changing the pronouns as necessary. Practice teaching the story to your companion or a native speaker and get feedback on how you used indirect objects.

**H. Language Study Plan Activities**

1. "Actively listen," bullet 3. Identify an appointment today to listen for how natives use indirect objects. Prepare for this by writing a blank pronoun tree in your notes section in your planner. See how quickly you can fill the pronoun tree with the indirect objects that you hear. Pay attention to context, especially when it is different than what you would say. Imitate what you hear and write down new phrases you can use.
2. "Learn grammar," bullet 2. Prepare 5 sentences that use indirect objects for an appointment you have today. Have your companion check your sentences. Practice using them throughout the day.
3. "Memorize vocabulary and phrases," bullet 7. Find 10 sentences from the lessons, brochures, or the Vocabulary and Phrases book that use indirect objects and that you can use to teach a gospel principle you plan to share today. Memorize the sentences and find other ways to say the same thing.

Actions

## Learning It with Your Companion

**I. Planning Activity**

During your next weekly planning, try to use as many indirect objects as you can as you discuss each investigator. The following questions may help think of effective ways to use them in your discussion.

- With which member will you teach your next lesson?
- What will you read *with them* next time?
- What will you teach the next time you meet with them?
- What will you invite them to do the next time you talk to them?
- With whom could they sit at church?

## Learning It in a Classroom or District Meeting

Indirect objects and indirect object pronouns are best learned in a lesson about sentence structure, where the missionaries can practice using them in a context, rather than during an isolated lesson on their own.

## Applying This Principle

As you understand and apply this principle, you will be able to specify what the gospel can do to others as they live it, as well as effectively plan with ward leaders how to give support to and plan for the fellowship of investigators and new converts.

# Review: Actions and Events

This review will help you see how well you have learned the material in the previous section(s). It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following functions:

**Asking about and describing actions and events**

- Active Voice
- Passive Voice
- Circumstantial Voice
- Topicalization
- Verbal Infixes
- Direct Objects
- Indirect Objects
- Possession and Agent Endings (Agent Endings)

## Activities (see answers on p. 162)

### Reviewing on Your Own

**A. Error Correction**

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

Tahian'ny fianakaviana ny filazantsara. Ny fianakaviako manana fitahiana maro nohon'ny filazantsara. Nanangana ny fianakaviana Andriamanitra mba hanome fifaliana amin'isika, mba anampiantsika hianatra ny fitsipika marina, ary mba hanomana isika ho an'ny fiainana mandrakizay. Ny tokan-trano no toerana tsara indrindra hianatra ireo zavatra ireo. Tao amin'ny tokan-tranoko, nampianatra amin'ahy ny fomba hivavaka sy ny maha-zava-dehibe ny famakiana ny soratra masina. Feno fankasitrahana ahy noho ny fampianaran'ny ray aman-dreniko, satria nanampy ahy hanana ny fifandraisana tsara kokoa amin'Raiko any an-Danitra.

**B. Error Correction**

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Mitahy isika Andriamanitra.
2. Rehefa mibebaka isika dia miaiky fa nanota isika.
3. Niantso'A$^{tra}$ ny mpaminany.
4. Ny filazantsara no fomba hiverina any amin'A$^{tra}$.
5. Mino i Jesoa Kristy izahay.
6. Nahary i Adama sy Eva Andriamanitra.
7. Manome didy amin'antsika Andriamanitra.
8. Indraindray, mila amin'ny miandry ny valiny isika.
9. Mampatsara antsika ny filazantsara.
10. Mitahy amin'ny fianakaviana ny filazantsara.
11. Rehefa tezitra aho, mivavaka an'Andriamanitra.
12. Manana nanome antsika fitahiana betsaka Andriamanitra.
13. Afaka ve mivavaka isika?
14. Tia Andriamanitra aho.
15. Ny soratra masina no fomba hiresahana amintsika A$^{tra}$.
16. Hiangona aminay ve ianao?
17. Azonao valimbavaka ve?.
18. Fantatrao ve ny fomba hivavakana?
19. Afaka vakianao ve izany?
20. Nandidy tan'i Joseph Smith handika ny baiboly A$^{tra}$.
21. Nianatra ao amin'ny soratra masina ny zavatra betsaka.
22. Rehefa hanotantsika dia manalavitra ny filazantsara isika.
23. Miteny amin'isika Andriamanitra.
24. Izahay mitory ny filazantsara.
25. Tsy manao antsika hibebaka Andriamanitra.
26. Mahazonao izany fitsipika izany ve?
27. Tokony hitia isaky hafa isika.
28. Rehefa atao batisa isika dia manao fanekena isika.
29. Manampy isika ho tsara kokoa ny soratra masina.
30. Nandray ny fitahiana amin'ny alalan'ny fankatoavana.
31. Tsy maintsy mankato ahy.
32. Fantatran'Andriamanitra ianao.
33. Iza no mivavaka ve?
34. Hivavako ho anao.
35. Mino amin'ny tenin'ny mpaminany aho.
36. Ny mpamonjintsika i Jesoa Kristy?
37. Naty ho anao i Jesoa Kristy.
38. Ahoana no hahatsapa ny Fanahy Masina aho?
39. Inona no nanao izy?
40. Tokony hanao ny tsara anao.

**C. Translation**

On a separate sheet of paper, translate the following sentences into Malagasy. The underlined word in each sentence is your topic. Check your answers.

1. God loves <u>us</u>.
2. <u>Who</u> did you teach yesterday?
3. When <u>we</u> sincerely repent, God forgives us.
4. Will <u>you</u> repent of your sins?
5. <u>You</u> can ask God if this book is true.
6. Do you know about <u>our Church</u>?
7. God knows <u>His children</u>.
8. Parents should teach their children <u>the gospel</u>.
9. Will <u>you</u> attend church with us?
10. The Lord will bless <u>you</u> temporally and spiritually.
11. Can <u>we</u> read together?
12. God commanded <u>Adam and Eve</u> not to eat the fruit.
13. Christ died for <u>us</u>.
14. I like <u>this scripture</u>.
15. I read <u>that</u> yesterday.
16. Have you finished reading <u>the chapter</u>?
17. <u>The Church</u> was organized in 1830.
18. <u>How</u> do you know the Book or Mormon is true?
19. God will give <u>you</u> an answer.
20. Will <u>you</u> invite your friend to the activity on Friday?

**D. *Vocabulary and Phrases* Activity**

Find sentences in the Vocabulary and Phrases section that can logically be used in any voice depending on which noun of the sentence is the topic (for example, *God created Adam and Eve in His image*) and that you can use in an upcoming lesson. Practice changing the voice of the sentence and deciding in which other principle or context you could use the other voice forms. Have your companion or a native speaker check your sentences for correctness.

**E. Scripture Activities**

Read the following passages and write down all verbs used and which voice they are in. Check your answers. Decide why each voice was used. Then use these voices as you explain the resurrection to your companion as if he or she were one of your investigators. Get feedback on the grammar and set goals to improve how you share this scripture.

1. 1 Cor. 15:20-23
2. Alma 11:42-45.

**F. Writing Activity**

Create a lesson plan about prophetic dispensations. Write several paragraphs that use the following: the active voice to teach about the role of prophets and the things that they did, the passive voice to tell about what people did to prophets, and the circumstantial voice to talk about the reasons prophets did what they did and what we can do through their teachings and words written in the scritpures. Throughout your paragraphs, use direct and indirect object pronouns, and at least 3 verbal infixes.

## Reviewing with Your Companion

**G.** Pick a voice from this review that you are struggling with and then choose a principle or lesson that you will be teaching soon. Think of situations where you could use the voice you've chosen when teaching that principle or lesson. For example, if you chose to work on the active voice and the context of extending commitments and promise blessings, you would think of the things you want your investigators to do to come closer to Christ and the things that they will feel or experience as they do. Practice your sentences with your companion and set goals to share them with your investigator(s).

**H.** Have your companion play the role of a new investigator. Using the active and passive voices, practice telling him or her how you have been blessed by following the gospel. Then promise him or her blessings using the future tense of these same voices. Get feedback on your use of voice and tense.

**I.** Imagine your companion is from the local newspaper and that he or she is interviewing you about what you do as a missionary. Use the active voice to describe as many things as possible that you do each day (for example, *Manampy ny olona, mampianatra ny filazantsaran'i Jesoa Kristy*, etc.).

**J.** Use the future tense of the active and passive voices to explain to your companion as if he or she were one of your investigators what will happen in the following situations, what they will do and what will be done to them:

- In a baptismal interview
- In a church service
- Paying tithing
- Another future event of your choice

Be careful to use the appropriate passive future tense marker, *h-* or *ho*, according to which verb is used.

# Narrating Experiences and Telling Stories

## Purpose

This section will help you talk about what happened in the past; for example, what happened to Joseph Smith when he prayed, or what you did to find out the Book of Mormon was true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this section.

- **Through** Jesus Christ we can be saved. (Prepositions)
- Jesus Christ performed many miracles **during** His ministry. (Prepositions)
- How did you feel **when** you were baptized? (Conjunctions)
- As **I read** the Book of Mormon, I felt that it was true. (Creating Nouns from Verbs)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- The Savior's Earthly Ministry (What did Christ do while on the earth?)
- The Great Apostasy (What happened during the apostasy? What caused it to happen?)
- The Resoration of the Gospel of Jesus Christ (How was Joseph Smith called as a prophet? What did God ask him to do?)
- The Book of Mormon (How did we come to have the Book of Mormon?)
- The Pre-Earth Life (What happened before we came to earth?)
- Creation (How was the world created? How were we created?)
- Agency and the Fall (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Follow Up on Commitments (Did they keep the commitment? Why or why not?)
- Share an Experience (What has happened in your life to help you know the truth?)

# Prepositions

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| **After** the resurrection of Jesus Christ, the apostles were killed. | **Taorian**'ny fitsanganan'i Jesoa Kristy tamin'ny maty, dia novonoina ireo apôstôly. |
| **Through** Joseph Smith, God restored His gospel. | **Tamin'ny alalan**'i Joseph Smith, dia namerina tamin'ny laoniny ny filazantsara Andriamanitra. |
| The result of sincere repentance is feeling forgiveness **from** God. | Ny vokatry ny fibebahana amin-kitsimpo dia ny fahatsapana famelan-keloka **avy amin**'Andriamanitra. |
| We are promised eternal life as we press forward with steadfastness **in** Christ. | Nampanantenaina fiainana mandrakizay isika raha mandroso hatrany amin'ny fiorenana **ao amin**'i Kristy. |

**Explanation**

Prepositions in Malagasy are followed by a noun or the gerund form of a verb. The following is a list of Malagasy prepositions with their English equivalents. Past tense is marked by adding *t-* to *amina*, and future tense by adding *ho* before *amina*.

42a

-Notice in the examples that verbs following a preposition are changed to the gerund form (See "Creating Nouns from Verbs" for an explanation of gerunds).

-Notice also that many prepositions can have agent endings added to them (*ao ambon**iko*** means **above me**; see "Possession and Agent Endings: Agent Endings" for an explanation of agent endings).

-The words in parenthesis give the most common adverb of place used with the preposition (See "Adverbs of Place" for more information). Keep in mind that other adverbs of place may be substituted for the example adverb of place, depending on what you are trying to say.

Time/Loc.

| Preposition | Example |
|---|---|
| **amina**<br>*to, at, unto* | Mitondra vahaolana **amin'ny** fanamby andavanandro ny filazantsara.<br>*The gospel brings solutions **to** everyday challenges.* |
| **avy amina**<br>*from, of, about* | Fitahiana **avy amin**'Andriamanitra ity boky ity.<br>*This book a blessing **from** God.* |
| **(ao) amina**<br>*in, on, at* | Mamaky momba ny mpaminany **ao amin**'ny Bokin'i Môrmôna isika.<br>*We read about the prophets **in** the Book of Mormon.* |
| **miaraka amina**<br>*(together) with* | **Miaraka amin**'Andriamanitra ireo izay maty alohan'ny valo taona.<br>*Those who died before the age of eight are **(together) with** God.* |
| **noho**<br>*because of, for, through* | Fantatro fa maty **noho** ny fahotako ny Tompo.<br>*I know that the Lord died **because of / for** my sins.* |
| **ho ana**<br>*for, in order to* | Fantatro fa maty **ho an**tsika i Jesoa Kristy.<br>*I know that Jesus Christ died **for** us.* |
| **(eo) anoloana**<br>**(eo) anatrehana**<br>*before, faced with, in the presence of* | Tsy maintsy hijoro **eo anoloan**'Andriamanitra isika.<br>*We will have to stand **before** God.* |
| **(ao) ambany**<br>*under, beneath, below* | Namboarin'i Kristy ny tany **tao ambanin**'ny fitarihan'ny Ray.<br>*Christ created the Earth (there) **under** the direction of His Father.* |
| **(ao) ambony**<br>*on, over, above* | Natsangan'i Joseph ny Fiangonan'i Jesoa Kristy indray **teto ambonin**'ny tany.<br>*Joseph established the Church of Jesus Christ again here **on** the earth.* |
| **mandritra**<br>*during, for (a period of time)* | Nianatra zavatra maro izahay **nandritra** ny famangianay ny tempoly.<br>***During** our visit to the temple, we learned a lot.* |
| **(eo) anelanelana**<br>*between, among* | Fifanekena **eo anelanelan**tsika sy ny Tompo ny fifanekem-pihavanana.<br>*A covenant is a promise **between** God and us.* |
| **hatra**<br>*since, from (a period of time)* | Olona vaovao izy **hatry** ny batisany.<br>***Since** her baptism, she is a new person.* |
| **ho amina**<br>*towards, for, to, by (a deadline)* | Manampy olona mivoatra **ho amin**'ny batisa ny misionera.<br>*Missionaries help people progress **toward** baptism.* |

42b

| | |
|---|---|
| **amin'ny alalana**<br>*through (by means of)* | Nampianatra **tamin'ny alalana** fanoharana i Jesoa Kristy.<br>*Jesus Christ taught **through** parables.* |
| **araka**<br>*according to* | Manoratra **araka** ny fanambarana azony ny mpaminany.<br>*Prophets write **according to** the revelation they receive.* |
| **(ao) ambadika**<br>*behind* | **Ao ambadik**y ny fiangonana ny dobo fanaovana batisa.<br>*The baptismal font is **behind** the church.* |
| **raha tsy noho**<br>*without* | **Raha tsy noho** ny vavaka, dia tsy nahafantatra ny fahamarinana ara-panahy izy.<br>***Without** prayer, he would not have known spiritual truth.* |
| **(eo amin'ny) ankavia**<br>*on the left, left* | Jereo **eo amin'ny akavia**nao dia ho hitatao ny fiangonana.<br>*Look **on your left** and you will see the church.* |
| **(eo amin'ny) ankavanana**<br>*on the right, right* | Mijoro **eo amin'ny ankavanan**'Andriamanitra i Jesoa Kristy.<br>*Jesus Christ stands **on the right** (hand/side) of God.* |
| **(ao) anaty**<br>*in, inside* | Miasa avy **ao anati**ny ny herin'ny Fanahy Masina.<br>*The power of the Holy Ghost works from the **inside**.* |
| **(any) ivelany**<br>*outside* | Tokony hajanona **any ivelan**'ny trano ny zava-maloto.<br>*Unclean things should be left **outside** of the house.* |
| **akaiky**<br>*close, near* | Mahatsiaro ho **akaiki**n'Andriamanitra aho rehefa mivavaka.<br>*I feel **close** to God when I pray.* |
| **(eo) aloha**<br>*in front, ahead of, before (space and time)* | Mipetraka **eny aloha**ntsika ny mpitarika ny Fiangonana.<br>*The leaders of the Church are sitting **in front** of us.* |
| **manodidina**<br>*surrounding, around* | **Manodidina** ny tany ny fakam-panahin'i Satana.<br>*Satan's temptations are **around** the world.* |
| **manerana**<br>*throughout, around* | Fantatr'olona **maneran**-tany i Jesoa Kristy.<br>*Jesus Christ is known of people from **around** the world.* |
| **(eo) afovoana**<br>**(eo) anivona**<br>*in the middle, in the center* | Mila hapetraka **eo anivo**n'ny fiainantsika i Jesoa Kristy.<br>*Jesus Christ needs to be placed **in the center** of our lives.* |
| **(any) aoriana**<br>*after* | **Taorian**'ny taona 1820 no namerenana tamin'ny laoniny ny filazantsara.<br>*The gospel was restored **after** 1820.* |
| **(eo) ampita**<br>*across* | **Eo ampita**n'ny ara-be ny tranom-piangonana.<br>*The church building is **across** the street.* |
| **momba**<br>*about, pertaining to* | Hampianatra anareo **momba ny / momban'ny** fitiavan'A$^{tra}$ ho anareo izahay.<br>*We will teach you all **about** the love of God for you.* |
| **mandrapaha + root passive***<br>*until, up to (*root passive*)* | Mila mazoto isika **mandrapahatonga** ny Mpamonjy indray.<br>*We need to be diligent **until the coming** of the Savior again.* |

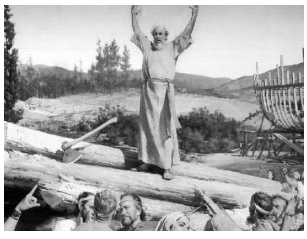
***Note:** See "Compound Words & Letter Changes" for an explanation of how to attach *mandraka* to *faha* and root passives.

**Activities (see answers on pp. 162-163)**

**Learning It on Your Own**

**A. Find Prepositions**

Find the 8 prepositions from the following paragraph. Check your answers.



Mirakitra ohatra maro momba ireo mpaminany izay mpisolovavan'Andriamanitra teto ambonin'ny tany ny soratra masina. Nandefa an'i Noà Andriamanitra hampitandrina ny olom-belona fa raha tsy mibebaka izy ireo dia hisy safo-drano tonga. Na dia nitory aza i Noà dia tsy nihaino azy ny olona. Nanamboatra sambo fiara i Noà ho azy sy ny ankihonany. Niditra tamin'ny sambofiara izy niaraka tamin'ny fianakaviany sy biby be dia be. Taorian'izany, avy ny orana nandritra fotoana ela. Maty an-drano ny olon-drehetra ankoatra an'i Noà sy ny fianakaviany. Mampianatra antsika ity tantara ity fa afaka mamonjy ny fiainantsika ny fihainoana ireo mpaminany. Amin'ny alalan'ny mpaminany no itenenan'Andriamanitra antsika ny zavatra tokony hataontsika mba hanalavirantsika zava-doza eo amin'ny fiainantsika.

Time/Loc.

**B. Translation**

Translate the following sentences, focusing on using prepositions correctly. Check your answers.

1. We're going to the chapel.
2. Can we teach your friend in your house?
3. What is repentance according to this scripture?
4. During the meeting, several people give talks.
5. Will you (plur.) attend church with us this Sunday?
6. A covenant is an agreement between man and God.
7. Some people rejected God during the pre-earth life.
8. We can live forever with our families.
9. God has a plan for us.
10. During an apostasy, there is no prophet.
11. We can progress towards eternal life.
12. Prophets speak according to revelation from God.
13. God restored the Church through Joseph Smith.
14. We want to be innocent before God.
15. The Israelites lived under the law of Moses.
16. This book is true from the beginning to the end.
17. According to this scripture, what is faith?
18. Between death and the resurrection, we are in the spirit world.
19. We can be saved through Christ's atonement.
20. We will wait in the spirit world until the resurrection.
21. I have received great blessings since my baptism.
22. We will not meet until the activity.

**C. Fill the blank**

Fill the blank in each sentence by using the right preposition. Read the sentence in English to help you. Check your answers against the one listed in the answers section.

1. Ho any ____ ny fivoriana any am-piangonana ny batisa.
   *The baptism is going to be <u>after</u> the meeting at the church.*
2. Eo ____ ilay ramatoa miakanjo ny eveka.
   *The bishop is on the <u>right</u> side of the lady in blue.*
3. Misy fotoana ____ ny eveka izahay.
   *We have an appointment <u>with</u> the bishop.*
4. Tiako ny fiainana ____ ny mpikambana.
   *I enjoy life <u>surrounded</u> by members.*
5. Feno fisaorana aho ____ ny fitahiako.
   *I am thankful <u>for (because of)</u> my blessings.*
6. Miasa ____ ny finoantsika ny herin'ny Fanahy Masina.
   *The power of the Holy Ghost works <u>according to</u> our faith.*
7. Tsapako ny Fanahy ____ ny fijoroana ho vavolombelona.
   *I feel the Spirit <u>during</u> the testimonies.*
8. Miasa eo ____ ny fisoronana Melkizedeka ny Aharôna.
   *The Aaronic (priesthood) works <u>under</u> the Melchizedek priesthood.*
9. Ndao isika hipetraka ____ ny namantsika.
   *Let us sit down <u>until</u> our investigators <u>arrive (come)</u>.*
10. Ho toriana ____-tany ny filazantsara.
    *The gospel will be preached <u>all over (throughout)</u> the world.*

**D. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Hivavaka ***aminay** ve ianareo?
   *Will you pray with us?*
2. Mba vakio andininy faharoa ***amin'ny alalan**'ny fahadimy.
   *Please read the second verse through the fifth.*
3. Mahazo valim-bavaka isika ***akaiky** vavaka an-kitsimpo.
   *We receive answers to prayer by sincere prayer.*
4. ***Aorian**'ny maty ny Apôstôly, dia rava ny Fiangonana.
   *After the death of the Apostles, the Church was destroyed.*
5. Mampiseho ny fitiavana isika ***amin'ny alalan'ny miasa**.
   *We show our faith by working.*
6. ***Momba** hiantsena anareo izahay.
   *We were about to go wait for you.*
7. Feno fisaorana aho ***noho** maty ho antsika i Kristy.
   *I am grateful that Christ died for us.*
8. ***Arakao**, inona ny maha-zava-dehibe ny mpaminany?
   *According to you, what is the importance of prophets?*
9. Misaotra Anao aho ***satria** ny fianakaviako.
   *I thank Thee for my family.*
10. Rahoviana ny fotoantsika ***akaiky**?
    *When is our next appointment?*

**E. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you will use in your teaching today that use the correct form of the word.

1. Mandrosoa, fa mafana kokoa aty anatin'ny trano.
2. Nahita an'ny Zanaka teo akaikin'ny Ray i Joseph Smith.
3. Miasa eo ambanin'ny Apôstôly ny 70 lahy.
4. Raha noho ny Fanahy Masina dia tsy ho voavonjy aho.
5. Nanamboatra sambo amin'ny alalan'ny fanambarana izy.
6. Aorian'ity fiainana ity ny fiainana mandrakizay.
7. Mandray ny fanasan'ny Tompo aho any amina fiangonana.
8. Tsy ho resy isika raha miaraka amin'Andriamanitra.
9. Handohalika eo anatrehan'ny Tompo daholo isika.
10. Hipetraka eo aloha ve ianao sa ao aoriana?
11. Inona ny mpaminany araka ny hevitrao?
12. Alma 13:24 dia milaza fa manodidintsika ny anjely.
13. Tokony hipetraka eo anivo ny naman'ny fiangonana isika.
14. Eo ampita ny MTC ny tempoly any Provo.
15. Heken'A[tra] ny batisa satria vita aminy fisoronana.
16. Karakarao ny asanao mandrapahatonga ny farany.

**F. Scripture Activity**

Read *Fotopampianarana sy Fanekempihavanana 4*. Compare the Malagasy and English scriptures side by side and note the differences between prepositions. Create 5 sentences using those prepositions. Plan how you will use them in your teaching sometime today.

**G. Language Study Plan Activities**

**1.** "Actively listen," bullet 3. Prepositions are some of the most difficult things to master while learning Malagasy. Identify a time when you and your companion will find the homes of referrals. Prepare 10 phrases that use prepositions to help you as you look. As you ask for directions, pay close attention to how natives use prepositions, especially when they use a different preposition than you would in English. Ask a native when you are unsure of which preposition to use with a given phrase. Discuss what you learn with your companion on the way to your next appointment.

**2.** "Memorize vocabulary and phrases." bullet 3. Create flashcards of 5 prepositions that use an adverb of place before (for example, *eo anoloana* or *ao ambony*) and memorize them. Practice using these prepositions with other adverbs of place than the ones listed, and check your sentences with a native speaker or your companion.

## Learning It with Your Companion

**H. Sentence Creation**

Pick a preposition from the table in the explanation above. Starting with the first principle of the first lesson, companion A comes up with a sentence which uses the preposition and is appropriate for that principle. Then, companion B comes up with a sentence for the next principle. Go back and forth until you have done all the principles for Lessons 1-3. Then pick a new preposition and companion B starts with principle 1 of Lesson 1.

## Learning It with a Native Speaker

**I. Sentence Creation**

For each of the prepositions in this lesson, create 2-3 sentences that you can use in your teaching or in your daily activities. Underline the preposition in each sentence. Take your sentences to a native speaker in your area. Ask them to read the sentences and tell you if the sentence sounds like something a native speaker would say and if the underlined word was used correctly for the situation. Ask them how they would correctly say any that are problematic.

## Applying This Principle

Understanding the meanings and when to use the prepositions in this lesson will allow you to be more clear in your teaching and as you give directions to church, member's homes, and other locations that may be important in helping your investigators come into the gospel and be fellowshipped in the church.

# Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

**Narrating experiences and telling stories**

- Prepositions
- Creating Nouns from Verbs (Gerunds)
- Passive Voice (Tenses with Passive Verbs)
- Conjunctions (Rehefa, Nony, Fony)
- Topicalization
- Active Voice (Active Voice Tense Prefixes)
- Circumstantial Voice

## Activities (see answers on pp. 163-164)

### Reviewing on Your Own

**A. Error Correction**

On a separate sheet of paper, rewrite the paragraph below, correcting the 12 errors in it. Check your answers.

Ny zanak'Andriamanitra voalohany teto an'tany i Adama sy Eva. Taoriana nahary azy ireo Andriamanitra dia napetrany ao amin'ny sahan'i Edena i Adama sy Eva. Nanana vatana ara-nofo izy ireo satria nahariana araka ny endrik'Andriamanitra. Tamin'ny nipetraka izy ireo tao amin'ny saha dia niaina ao amin'ny toetry ny tsy manan-tsiny satria tsy nahalala ny fahasamihafan'ny tsara sy ny ratsy. Didian'Andriamanitra tsy hihinana ny voankazo voarara izy ireo satria raha nanao izany dia hotonga mety maty. Kanefa, raha tsy nihinana ny voankazo izy ireo dia tsy maintsy mitoetra mandrakizay tao amin'ny saha sy tsy mivoatra. Nisafidy ny fihinana ny voankazo izy ireo. Izany izay antsoina hoe ny fahalavoana dia ampahan'ny drafitr'Andriamanitra. Satria ny fisafidian'izy ireo dia mety manan-janaka izay midika fa mety ho tonga eto an-tany ny sasan'ny zanak'Andriamanitra. Aorian'ny fahalavoan'izy ireo dia nandroso ao amin'ny fiainana eto an'tany ny fahafatesana sy ny ota. Kanefa nandresy ny vokatry ny fahalavoana i Jesoa Kristy, ary amin'ny alalany no ahafahantsika hiverina amin'Andriamanitra.

**B. Error Correction**

On a separate sheet of paper, rewrite the paragraph below, correcting the 5 errors in it. Check your answers.

Fantatro fa marina ny Bokin'i Môrmôna. Rehefa mbola kely aho dia namaky ny fampanantenan'i Môrônia ary mahafantatra fa raha namaky ny Bokin'i Môrmôna sy nivavaka amin-kitsimpo dia hovalian'Andriamanitra ny vavaka. Nanapa-kevitra aho hamaky sy hanontany an'Andriamanitra raha marina ny Bokin'i Môrmôna ary mahazo valim-bavaka. Nahazo ny valy izay tadiaviko aho ary fantatro fa afaka mahazo valim-bavaka ihany koa ianao.

**C. Error Correction**

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Mamaky ny Bokin'i Môrmôna ve ianao omaly?
2. Nahatsapa inona ianao rahoviana nivavka ianao?
3. Taoriana nivavaka aho dia nahatsapa ny Fanahy aho.
4. Naty i Jesoa Kristy tamin'ny hazo fijaliana.
5. Nivavaka mandritra ny fotoana lava i Enosa.
6. Amin'ny nahatongavanay omaly dia tsy tao ianareo.
7. Talohan'ny maty i Jesoa Kristy dia nandresy ny ota izy.
8. Omen'Andriamanitra ahy ny valy nilaiko tamin'izany.
9. Tamin'ny namakianao, inona no tsapanao?
10. Noazoko ny valim-bavaka nangatahiko.
11. Dikan'i Joseph Smith ny Bokin'i Môrmôna.
12. Nandresy ny fahafatesana ny fitsanganan'i Kristy amin'ny maty.

**D. Translation**

On a separate sheet of paper, translate the following sentences into Malagasy. Check your answers.

1. After you are baptized, you will receive the Holy Ghost.
2. After the apostles were killed, the preisthood was lost.
3. After you receive the Holy Ghost, He is with you always.
4. Because of my studying Malagasy, I have become good.
5. After Joseph Smith translated the Book of Mormon, he restored the church.
6. At the time I read it, I knew it was true.
7. Before we came to earth, we lived with God.
8. We need to pray before.
9. At the time Noah lived on the earth, the people were bad.
10. Because of Joseph Smith seeing God and Jesus Christ, we know that they are separate beings.

**E. Scripture Activities**

1. Read Alma 36:17–20 and write down the gerunds and circumstantial nouns used, note that some may be in the past test due to being part of a narration in the past, and give the active verb it comes from and the English translation. Check your answers. Then practice telling this story to your companion as if he or she were one of your investigators. Get feedback from your companion on how well you used preterit, imperfect, and irregular verbs.
2. Choose one of your favorite scripture stories. Think of an investigator who could benefit from hearing the story. Write down the story in your own words, focusing on using the correct voice in the past tense. Have your companion or a native speaker check your story for correctness. Then practice telling your story to a native speaker or your companion in the role of the investigator you chose earlier. Get feedback on how well you used these grammar principles and set goals to share your story with your investigator.

**F. Writing Activities**

1. Find five principles from the missionary lessons about which you can share a personal experience. Write down the experiences, underlining each use of the gerund. If you didn't use any, check to make sure that there are no places where you should have used one following a preposition, keeping in mind that most prepositional phrases with a verb use the gerund form after the preposition. Have your companion or a native speaker check the words you underlined and give you feedback. Practice sharing your experiences with your companion and set goals to share them with your investigators.
2. Write a paragraph about one of the prophets from the Bible that you can use to illustrate the pattern of apostasy and restoration and underline each verb. Have your companion or a native speaker check how well you used these verb voices. Then practice explaining the pattern of apostasy and restoration as if you were explaining it to a new investigator in the first lesson.

## Reviewing with Your Companion

**G. Companion Activities**

1. With your companion, go over your planner from the last three days. Describe what you did each day in detail and get feedback on how well you used the grammar principles in this review. Also discuss whether each activity influenced one of your key indicators. If an activity didn't influence a key indicator, discuss why and decide whether you should continue doing that type of activity.
2. Have your companion play the role of a new investigator. Using the different voices, gerunds, and prepositions, practice telling him or her how you came to know that the Book of Mormon is true and that Joseph Smith was a prophet. Tell the investigator how he or she can come to know these things as well.

## Reviewing with a Native Speaker

**H. Share an Experience**

1. Ask a less-active member in your area to share with you their conversion story. Have them share in as much detail how they met the missionaries, what impressed them as they took the lessons and why they decided to get baptized. Pay attention to the voices they use and their use of prepositions and conjunctions. Make a note of anything that you don't understand.Then trying to imitate their use of these grammar principles, share with them a story of when you were going through a hard time in your life and how it helped you get closer to the Lord. Invite them to live up to the commitments they made when they were baptized and restart doing those things that will help them get closer to the Lord, such as attending church and reading their scriptures.

**Asking and answering questions of**

# Time, Date, and Location

## Purpose

This section will help you talk about when and where things happen; for example, when is church, and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this section.

- The Church was restored **April 6, 1830**. (Time and Date, Numbers)
- When we die, our spirit go **to** the spirit world. (Adverbs of Place)
- During confirmation, their hands will be placed on your head. (Prepositions)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- The Restoration of the Gospel of Jesus Christ (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- Pre-Earth Life (Where did we come from?)
- Our Life on Earth (Why are we here?)
- The Spirit World (Where do we go when we die? How long are we there?)
- Kingdoms of Glory (Who goes to each kingdom?)
- Baptism and Confirmation (Where does each part of baptism take place [baptism, confirmation]? When are my investigators getting baptized?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Conduct a Meeting (When does each part of the meeting happen?)
- Give Directions (What is the destination close to? What do you pass along the way?)
- Make Appointments (When are they free? Where is the appointment?)
- Plan Daily and Weekly Activities (When and where will each appointment/activity take place?)

# Time and Date

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| We already have an appointment **at that time**. | Efa manana fotoana izahay **amin'izany ora izany**. |
| So, we'll see you **on** ... **at** ... | Dia hihoana aminao izany izahay **amin'ny** ... **amin'ny** ... |
| The appointment **is at seven o'clock**. | Amin'ny **fito** ny fotoana. |

**Explanation**

23a

Time in Malagasy is based around the phrase *amin'ny firy.* The question word *firy* (how many) is used to ask the time. To give the actual time, the time replaces *firy* as follows:

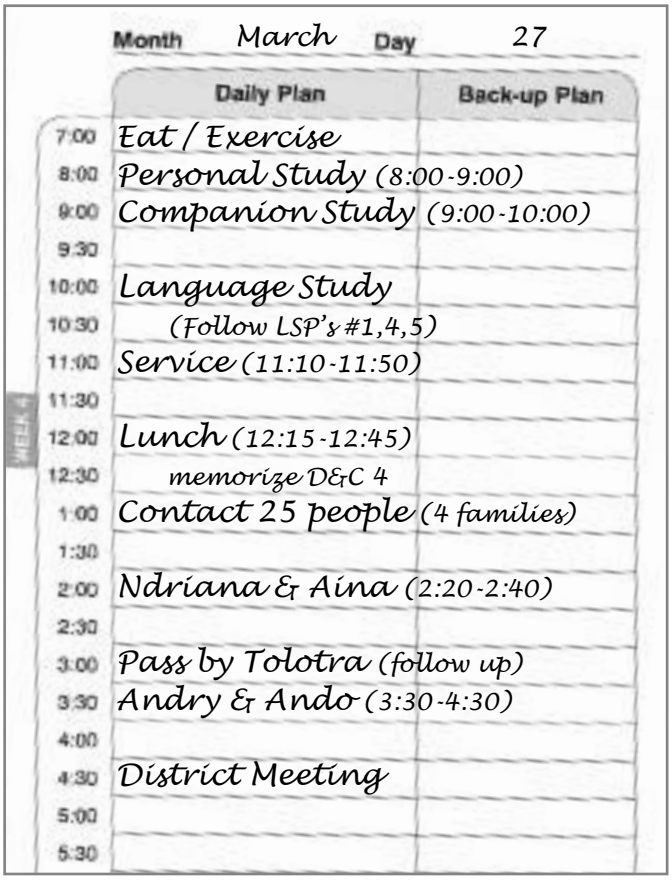
Question: Amin'ny firy izao? *What time is it now?*

Answer: Amin'ny (time) izao. *It is (time) now.*

**Important Time Phrases**

23b

On the right of the page is an example of part of a typical missionary schedule. It provides examples of the most important patterns for telling time in Malagasy.




**On the Hour**

| | |
|---|---|
| Amin'ny **(hour)** | ***(hour)*** *(o' clock)* |

Example: Manomboka **amin'ny valo** ny Fandalinana Manokana.
*Personal Study begins **at 8:00**.*

**"Ten To" and "Ten After"**

| | |
|---|---|
| Amin'ny (hour) **mahery folo** | ***Ten after*** *(hour)* |
| Amin'ny (next hour) **latsaka folo** | ***Ten to*** *(next hour)* |

Example: Mandeha amin'ny **iraika ambin'ny folo mahery folo** ka hatramin'ny **roa ambin'ny folo latsaka folo** ny asa soa.
*Service goes from **11:10** until **11:50 (12 minus 10)**.*

Time/Loc.

**"A Quarter To" and "A Quarter Past"**

| | |
|---|---|
| Amin'ny (hour) **sy fahefany** | ***A quarter past*** *(hour)* |
| Amin'ny (next hour) **latsaka fahefany** | ***A quarter to*** *(next hour)* |

Example: Hisakafo amin'ny **roa ambin'ny folo sy fahefany** ka hatramin'ny **iray latsaka fahefany** isika.
*We will eat from **12:15** until **12:45 (1 minus 1/4)**.*

**"Twenty To" and "Twenty Past"**

| | |
|---|---|
| Amin'ny (hour) **sy fahatelony** | ***Twenty past*** *(hour)* |
| Amin'ny (next hour) **latsaka fahatelony** | ***Twenty to*** *(next hour)* |

Example: Hamangy an'i Ndriana sy Aina isika amin'ny **roa sy fahatelony** ka hatramin'ny **telo latsaka fahatelony** isika.
*We will visit Ndriana and Aina from **2:20** until **2:40 (3 minus 1/3)**.*

**Half Hour**

| | |
|---|---|
| Amin'ny (hour) **sy sasany** | ***(hour)*** *thirty* |

Example: Handalo ny tranon'i Andry sy Ando amin'ny **telo sy sasany** ka hatramin'ny **efatra sy sasany** isika.
*We are going to pass by Andry and Ando's house from **3:30** until **4:30**.*

## Asking and Telling What Time Something Happens

23c

| **Amin'ny firy moa** ny _____?<br>***What time is** the _____?* | **Amin'ny (time)** ny _____.<br>*The _____ is at (time).* |
|---|---|

| Question | Answer |
|---|---|
| **Amin'ny firy moa** ny fotoana?<br>***What time is** the appointment?* | **Amin'ny fito** (ny fotoana).<br>***It is at** seven. (the appointment)* |
| **Amin'ny firy moa** ny fivoriana?<br>***What time is** the meeting?* | **Amin'ny sivy** (ny fivoriana).<br>***It is at** nine. (the meeting)* |

### AM / PM

| | | |
|---|---|---|
| **maraina** | AM or *in the morning*<br>*(from sunrise – noon)* | Amin'ny sivy **maraina** ny fivoriana.<br>*The conference is at 9:00 a.m. (in the morning).* |
| **antoandro** | PM or *in the afternoon*<br>*(early afternoon)* | Amin'ny iray **antoandro** izao.<br>*It is 1:00 p.m. (in the afternoon).* |
| **hariva** | PM or *in the afternoon*<br>*(from noon – around 6:00 p.m.)* | Manana fotoana amin'ny telo **hariva** izahay.<br>*We have an appointment at 3:00 p.m. (in the afternoon).* |
| **alina** | PM, *in the evening*, or *at night*<br>*(from around 6:00 p.m. – midnight)* | Matory amin'ny iraika ambin'ny folo **alina** izy.<br>*He goes to bed at 11:00 p.m. (at night)* |

## Talking About Dates: Days, Weeks, Months, and Years

### Days and Weeks

23d

The following box shows many different useful parts of speech when talking about when something happens:

| | | |
|---|---|---|
| **[t]amina** | on (a certain day)<br>[past tense] | **Amin**'ny Talata ny atrik'asa.<br>*The activity is on Tuesday.* |
| **isaky** | every | Mivory **isaky** ny Alahady isika.<br>*We meet **every** Sunday.* |
| | | Mivory **isan*** -kerinandro isika.<br>*We meet **every** week.* |
| **lasa** | ago | Nampianatra azy tamin'ny tapa-bolana **lasa** izahay.<br>*We taught him two weeks **ago** (in the last half-month).* |
| **afaka** | in a certain number of days | Manomboka **afaka** roa tokom-bolana ny fivoriamben'ny fiangonana.<br>*General Conference starts **in** (after) three weeks.* |
| **ambony** | next | Mety ve raha handalo ny tranonao amin'ny herin-andro **ambony** izahay?<br>*May we stop by your house **next** week? (in the week above)* |

***Note:** *Isaky* is attached to the noun it modifies in this form if the noun is indefinite. (See "Articles: Definite vs. Indefinite Articles" as well as "Compound Words and Letter Changes")

### Months

For days of the month, ordinal numbers are used to describe the days of the month. (See "Numbers: Ordinal Numbers")

Examples:

| |
|---|
| Ny **voalohan**'ny volana Febroary androany.<br>*Today is the first of (the month) February.* |
| Ny **faharoan**'ny volana Mey no andro nahaterahako.<br>*My birthday is May 2nd (the second of the month May).* |

### Years

The year is just expressed as a cardinal number. (See "Numbers: Cardinal Numbers" for further explanation)

Example:

| | |
|---|---|
| 1820 | Nahita an'A$^{tra}$ sy i Kristy i Joseph Smith tamin'ny **roapolo sy valonjato sy arivo**.<br>*Joseph Smith saw God and Christ in **1820 (20 and 800 and 1000)**.* |

## Activities (see answers on p. 164)

### Learning It on Your Own

**A. Telling Time**

On a separate sheet of paper, write down how you would express each time given using a complete sentence. Include the time of day. Check your answers. You should also do this activity out loud with your companion.

Example: 9:00 AM **Amin'ny sivy maraina izao.**

1. 8:00 AM
2. 3:15 AM
3. 3:45 PM
4. 5:39 PM
5. 10:48 AM
6. 1:19 PM
7. 12:00 PM
8. 7:45 AM
9. 4:15 PM
10. 1:00 PM

**B. Translation**

Translate the following sentences, focusing on expressing the time correctly. Check your answers.

1. We will come by at 11:00 in the morning.
2. Meetings are on Sundays at 10:00 in the morning.
3. The baptism is on Saturday at 6:00 in the evening.
4. The activity is from 6:30 until 8:00 in the evening.
5. Could we visit you all at 2:30 in the afternoon?
6. We have a meeting at 9:00 on Sunday in the morning.
7. We have an appointment at 8:00 on Monday in the evening.
8. What time will you get back on Friday?
9. We'll come by to pick you up at 9:45 a.m. on Sunday.
10. Why did you wake up at 3:30 in the morning?
11. Today is the 18th of August.
12. Tomorrow is Friday.
13. The Church was organized on April 6, 1830.
14. Next Sunday is March 1st.
15. Joseph Smith had the First Vision in 1820.
16. The meeting will be on Tuesday at 19:30.
17. Today is December 23, 2008.
18. The baptism is on Saturday at 18:00.
19. Do you all mind if we begin at 5:30?
20. What time do you finish working on Saturdays?

**C. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Inona ny fotoana izao**?
   *What time is it now?*
2. Amin'ny ***efatra** latsaka fahatelony izao.
   *It is 4:40 now.*
3. Amin'ny dimy ***mahery roapolo** izao.
   *It is 5:20 now.*
4. Tamin'ny taona ***arivo sy valonjato sy roapolo**...
   *In 1820...*
5. Mifady hanina ***isakin'ny** Alahady voalohan'ny volana izahay.
   *We fast each first Sunday of the month.*
6. Amin'ny ***enina ambin'ny folo sy sasany izao**.
   *It is 4:30 now.*
7. Hihaona amin'ny andro ***faha-irain**'ny volana Septambra isika.
   *We will meet on the first day of September.*
8. Amin'ny sivy sy ***fahefany** izao.
   *It is 9:20 now.*

### D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Manana fivoriana isika amin'ny Alahady.
   *We have a meeting on Sunday.*
2. Manomboka amin'ny fito latsaka folo ny kilasy.
   *The class starts at 7:50.*
3. Asabotsy ny rahampitso.
   *Tomorrow is Saturday.*
4. Asabotsy amin'ny iray ambin'ny folo fotoana.
   *The appointment is on Saturday at 11:00.*
5. Teraka amin'ny 1805 i Joseph Smith.
   *Joseph Smith was born in 1805.*
6. Amin'ny roa sy sasany izao.
   *It is 2:30 now.*
7. Hatao batisa ve ianao tamin'ny Janoary manaraka?
   *Will you be baptized next January.*
8. Misy fialam-boly teo amin'ny dimy androany.
   *There is an activity today at 5:00.*
9. Amin'ny fito latsaka fahefany izao.
   *It is 7:15 now.*
10. Mifohaza amin'ny enina sy sasany.
    *Wake up at 7:30.*
11. Amin'ny telo sy fahatelony izao.
    *It is 3:20.*
12. Tongava amin'ny dimy latsaka fahefany.
    *Come at 4:45.*

### E. *Preach My Gospel* Activity

Read the principle *Ampiasao ny Soratra Masina* from lesson ten in *Torio ny Filazantsarako*, p. 215-217, focusing on introducing scriptures. Practive giving your companion background information on scriptures you will use in teaching about the Restoration and the Restoration and try to use dates in your teaching. Use what you have practiced when contacting someone today.

### F. Language Study Plan Activities

"Learn grammar," bullet 4. Look for opportunities to practice and apply expression of time and date today. Set up an appointment for another time and date after you finish teaching today.

## Learning It with Your Companion

### G. Planning Activities

1. Go over your plans for the week with your companion. For each event you have scheduled, practice telling each other what time the event begins and on what day.
2. Practice scheduling appointments with your companion as if he or she were one of your investigators. Ask what time would be best for the investigator and confirm the appointment after you make it. Get feedback on how well you expressed the time.

## Learning It in a Classroom or District Meeting

### H. Practice Activity

Have each missionary come up with a name of Malagasy speaker that they will play and have each go to a blank day at the end of their planner. Have each missionary street contact each other missionary in the district, teaching a brief principle of the restored gospel and inviting them to learn more. Have them schedule a 45 minute appointment with each. After scheduling appointments with a few, they will have to negotiate and suggest new times as they schedule new appointsments because their planner will begin to be more full.

## Applying This Principle

Understanding and applying this principle will allow you to be effective in scheduling appointments with your investigators and helping them know about church meetings and ward activities that they could attend.

# Adverbs of Place

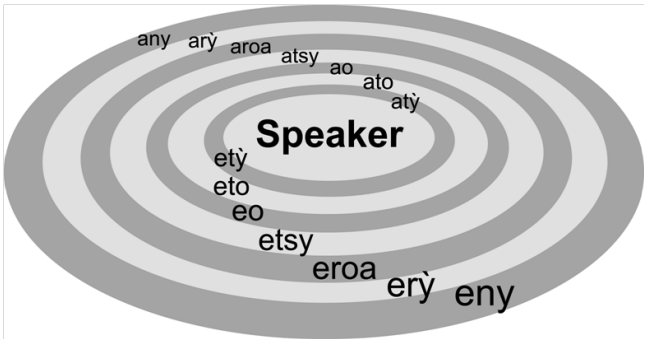
**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| God sent us **(here)** to earth so that we would be able to learn and grow. | Nandefa antsika **teto** an-tany Andriamanitra mba hahafahantsika mianatra sy mivoatra. |
| Keep going until you reach the intersection **(there)**. | Mandehana ihany mandrapahatonga **eo** amin' ny fihaonan-dalana. |

**Explanation**

24a

Adverbs of place are used to describe the location of what you are talking about. They help to specifically denote how far the object you are talking about is from the speaker. Generally adverbs of place beginning with *a-* are not visible to the speaker, while those beginning with *e-* are visible. The following graphic illustrates the relative distances of the adverbs of place from the speaker.




**Adverb of Place Usages**

24b

Adverbs of place are related to demonstratives in their relative distance from the speaker (see "Demonstratives"). The table below explains common usages.

| Corresponding Demonstrative | Seen / Unseen | Contextual Usage | Examples |
|---|---|---|---|
| **itỳ** *this* | **atỳ** *here* | The speaker is talking about where he is to someone not present (i.e. on the phone). | Mahafinaritra ny asa **atỳ** Ampitatafika!<br>*The work **here in** Ampitatafika is great!* |
| | **etỳ** *here* | When saying **here**, very close (i.e. the speaker is touching it). | **Etỳ** an-tanako misy ohatra ho an'ilay fitsipika.<br>***Here** in my hand there is an example for the principle.* |
| **ito** *this* | **ato** *here* | When saying **here** (i.e. people in a room). This is an exception to the visibility rule. | Misaotra fa nanasa anay **ato** an-tranonao!<br>*Thank you for inviting us **here** in your home* |
| | **eto** *here* | When saying **here at** a place (i.e. a destination in a taxi, a city, on earth). | Mijanona **eto** izahay.<br>*We stop **here**.* |
| **io** *that* | **ao** *there* | When saying **there inside**. This can be in a nearby house or in something like a box. | **Ao** ve dada sy neny?<br>*Are your daddy and mommy **there (inside)**?* |
| | **eo** *there* | When saying **there**, but a little further away than *eto*. | Efa tonga **eo** ny naman'ny fiangonana.<br>*The investigator has already arrived **there.*** |
| **itsy** *that* | **atsy** *there* | When saying **there**, but a little further away than *ao* (i.e. outback, or at the neighbor's). | Mipetraka **atsy** akaiky ve i Vololona?<br>*Does Vololona live near **here** (**here** near)?* |
| | **etsy** *there* | When saying **there**, but a little further away than *eo*. | **Etsy** ny trano fiangonana.<br>*The Church is **right over there**.* |
| **iroa** *that* | **aroa** *there* | When saying **there**, but a little further away than *atsy* (not used as often as the others). | ...atsy sy **aroa**... (Malagasy idiom)<br>*...here and **there**... (the English equivalent)* |
| | **eroa** *there* | When saying **there**, but a little further away than *etsy*. | ...tetsy sy **teroa**... (Malagasy idiom)<br>*...here and **there** (in the past)... (the English equivalent)* |
| **irỳ** *that* | **arỳ** *there* | When saying **there**, but far away from the speaker (i.e. several hundred meters). | **Arỳ** akaiky Antanimora ny fiangonanay.<br>*Our church is **over there** by Antanimora.* |
| | **erỳ** *there* | When saying **there**, but far away from the speaker. (i.e several hundred meters). | **Erỳ** ampitan'ny tanim-bary ny tranony.<br>*His house is **way over there** across the rice paddy.* |
| **iny** *that* | **any** *there* | When saying **there**, but very far away from the speaker (i.e. another city or country). | **Any** Amerika ny foibe.<br>*The headquarters is (**there**) **in** America.* |
| | **eny** *there* | When saying **there**, but very far away from the speaker (i.e. another city or country). | **Eny** Tsaralalana ny foiben'ny tsatoka.<br>*The stake center is **way over there** in Tsaralalana.* |

Time/Loc.

## Tenses

24c

When expressing tense in Malagasy the adverb of place contributes along with the verb tenses. Past tense is expressed by adding the prefix *t-* to the adverb of place. Future tense is expressed by adding *ho* before the adverb of place.

| | | | |
|---|---|---|---|
| **Past Tense** | **eto**<br>*here* | → | **t**eto<br>*here (here in the past)* |
| **Future Tense** | **eto**<br>*here* | → | **ho** eto<br>*will be here (here in the future)* |

## Using Adverbs of Place with Nouns

24d

When using adverbs of place before a noun, often it is critical to use a preposition (See "Prepositions" for a list of prepostions that require adverbs of place). These help to better identify and describe the object of the preposition by describing its place in reference to the speaker. The following table shows the different ways to use adverbs of place with different types of nouns. Note the prepositions used in some of the examples.

| | adverb of place | preposition | object |
|---|---|---|---|
| **Pronouns and Titles** | **eto**<br>*here* | **miaraka amina**<br>*with* | -ny*<br>*him* |
| | ***Eto miaraka amin**y aho. (I am **here with** him)* | | |
| | **any**<br>*there* | **amin**a<br>*with/to* | A[tra]<br>*God* |
| | *Hiverina **any amin**'A[tra] ny olo-masina. (The saints will return **to** God.)* | | |
| **Common Nouns** | **eto**<br>*here* | **amin**a<br>*with/to/at* | ny MTC<br>*MTC* |
| | ***Eto amin**'ny MTC izahay. (We are **here in** the MTC)* | | |
| **Proper Nouns (People)** | **eto**<br>*here* | **miaraka amin**a<br>*with* | i Rasolo<br>*Rasolo* |
| | ***Eto miaraka amin**'i Rasolo ny mpikambana. (The members are **here with** Rasolo)* | | |
| **Proper Nouns (Places)** | **any**<br>*there* | *(nothing)* | Madagasikara<br>*Madagascar* |
| | *Ho **any** Madagasikara i Elder Jones. (Elder Jones will go **to** Madagascar)* | | |

***Note:** When using adverbs of place with pronouns, the indirect object pronoun must be used.

## Other Usages

### Generalizing Time or Place

24e

Adverbs of place may bookend a preposition to generalize a time or place relative to the present time or location of the speaker. When bookending *ho*, the adverbs of place beginning with *a-* must be used.

| | Place | Time |
|---|---|---|
| Examples: | **Any** ambadika **any** ny tranon'ny filohan'ny sampana.<br>*The branch president's house is **(there)** back **there**.* | Tsy dia marisika **tatsy** ho **atsy** i Fanja.<br>*Fanja has not been very active **recently**.* |
| | Nipetraka **tetsy** ho **etsy** ny namanay taloha.<br>*Our friend lived over **there** before.* | Efa ho avy **ato** ho **ato** ny takariva amorom-patana.<br>*The fireside is coming up **soon**.* |

### Verbs of Motion

24f

Adverbs of place may also be changed into a verb using the prefix *mank-*.

**mank-** + (adverb of place)

mank- + any

mankany
*to go there*

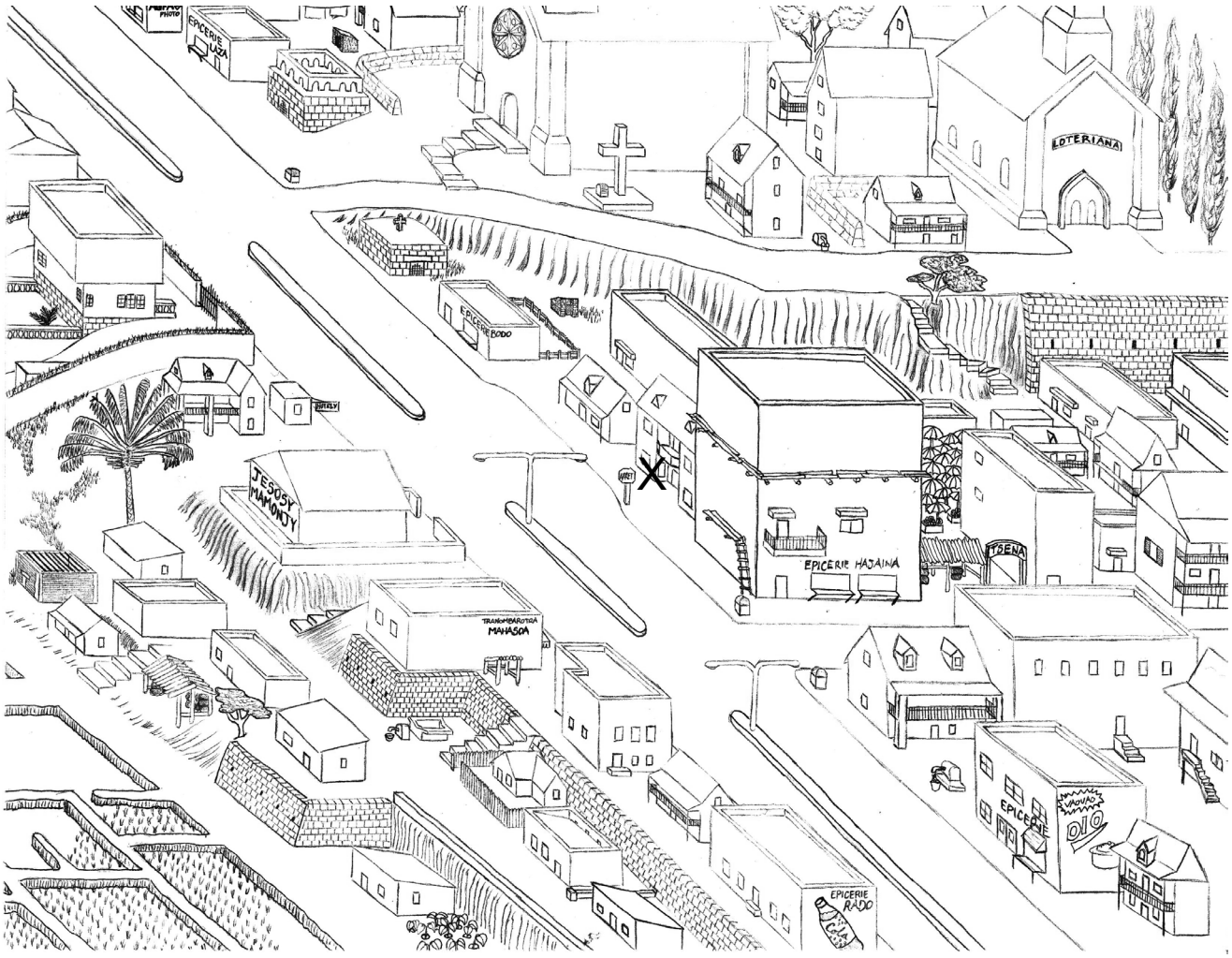
## Activities (see answers on p. 164)

### Learning It on Your Own

**A. Giving Directions**

For each of the following items below give the adverb of place that you would use to talk about something relative to your location. You are standing at the **x**.

1. At the Lutheran church
2. At the market
3. At the water pump
4. By the rice paddy
5. Inside the Jesosy Mamonjy church
6. Next to the travelers' palm
7. Behind the tomb
8. Up the street
9. Inside the epicerie Rado
10. At the bus stop
11. At the hôtèly
12. At the Catholic church




Repeat this activity often with different points of reference. For example: Have your companion pretend to be a contact. Let him choose a house to be his (as the contact) and you ask for direction to get there.

**B. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Nipetraka ***eto** izy roa taona lasa.
   *He lived year two years ago.*
2. Eto ***amin'i** Manjakaray ny kilasy Anglisy.
   *The English class is here in Manjakaray.*
3. Te-hiverina ***( )** amin'A$^{tra}$ aho.
   *I want to return to God.*
4. Mianatra ny teny Malagasy isika ***eto MTC**.
   *We learn Malagasy here in the MTC.*
5. ***Eo** an-trano ve ny ray aman-dreninao?
   *Are your parents inside the house?*
6. Mandeha tsara ny asa ***eto** Manondona.
   *The work here in Manondona is going well (to someone in America).*
7. Afaka handeha ***( )** amin'ny VC ve aho?
   *May (free) I go to the restroom?*
8. Misaotra fa nampandroso anay ***eto** an-tranonao.
   *Thanks for inviting (making enter) us here in your home.*

**C. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Hifindra arỳ Mahajanga ny naman'ny fiangonanay.
   *Our investigator is going to move to Mahajanga.*
2. Reko fa hiasa atỳ Talatamaty i Elder Smith.
   *I heard Elder Smith is going to work here in Talatamaty.*
3. Mandrosòa eto an-trano!
   *Come in (here in the house)!*
4. Tonga eto an-tany ny Tompo mba hanavotra antsika.
   *The Lord came here on earth to redeem us.*
5. Manahoana ny asa arỳ Fort Dauphin?
   *How is the work (there) in Fort Dauphin?*
6. Eto ve ny ray aman-dreninao?
   *Are your parents here?*
7. Amin'ny Antananarivo ny foibenay.
   *Our headquarters are in Antananarivo.*
8. Nijanona telo andro amin'ny fasana ny Mpamonjy.
   *The Savior stayed in the tomb for three days.*

**D. *Preach My Gospel* Activity**

Read the principle *Ny Fahariana* from lesson two in *Torio ny Filazantsarako*, p. 57-59. Find the 4 instances where adverbs of place are used and determine how they are used to a relation to the speaker. Compare your answers with those in the back of the book. Memorize three new sentences that can help clarify your lesson about the Plan of Salvation and use them in a teaching appointment. Repeat this activity with other principles from this lesson.

**E. Scripture Activities**

Read Joseph Smith -Tantara 1:13-17 in Malagasy. Look for the adverbs of place Joseph Smith used to describe his experience in the Sacred Grove and during the First Vision. Compare your answers with those in the back of the book. What relationship do they have with where Joseph Smith was?

**F. Language Study Plan Activities**

1. "Learn grammar," bullet 1. Create ten phrases to give directions to the church to people you will contact. You might use such phrases as, "Have you seen the fire department in Tsaralalana? The church is close to that." Practice giving these directions to your companion, then apply what you have learned when you contact today.
2. "Learn grammar," bullet 2. Make five sentences that use adverbs of place with prepositions and that you could use in an upcoming Lesson Two. Prepare sentences that would clarify important principles like where we lived before we were born, why we are here on earth, or where we will go after we die. Have your companion or a native speaker check them and then use them in your lesson.

## Learning It with Your Companion

**G. "I Spy"**

When walking between appointments, play I Spy by looking for something on the side of the road and saying "Hitako zavatra ____," and fill in the blank with a location description, like "eo amin'ny tsena". The other companion then gets one guess to see if he knows what the item is. If he gets it wrong then the first companion tries to give a more specific description. The goal is to get your companion to guess correctly in as few tries as possible. Avoid pointing, looking at the item, or giving other descriptions like colors or size. Try to get him to guess with only accurate descriptions of location.

## Learning It with a Native Speaker

### H. Giving Directions

When on a companion exchange with a member, work on improving how you give directions and accuracy of using adverbs of place and prepositions. Pick the house of another member and give directions to how to get there from where you are walking at that moment. Then have the member you are working with give directiosn to the same person's place. Notice the differences in the adverbs and prepositions used. Ask about any differences you don't understand. Then give directions again trying to apply what you learned.

## Learning It in a Classroom or District Meeting

### I. Giving Directions

Using the map in this lesson, have each missionary pick a house that is theirs. Have each missionary practice contacting each other missionary in the district. When they begin the contact, the one playing the role of the missionary will point at a spot on the map to indicate where the contact is taking place. Then, when they invite the "investigator" to learn more, the investigator will give directions to their house from that spot, without pointing at the map. The contacting missionary will then see if he can locate the right house. If he gets it wrong, they can go through the directions again step by step to make sure they are both understanding correctly.

## Applying This Principle

As you better understand the meanings of and how to use these adverbs you will be able to be more efficient in understanding and giving directions.

# Review – Time, Date and Location

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following functions:

**Asking and answering questions of time, date and location**

- Time and Date
- Prepositions
- Adverbs of Place
- Numbers

## Activities (see answers on pp. 164-165)

### Reviewing on Your Own

**A. Error Correction**

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Manana fivoriana amin'ny telo telopolo isika.
2. Nahazo fanambarana tavy amin'Andriamanitra izy.
3. Androany zoma.
4. Amin'ny akaikin'ny tsena ny fiangonana.
5. Eto ve ny dadanao?
6. Afaka mivory any tranonao ve isika?
7. Misionera izahay ho an'ny roa toana.
8. Misy fivoriam-pivavahana manomboka amin'ny iraika.
9. Tamin'ny taona valo ambin'ny folo roapolo ny fahitana.
10. Any amin'ny Salt Lake City ny fihaonambe.
11. Afaka hiverina amin'Andriamanitra isika.
12. Amin'ny fiangonana ny raharahan'ny batisanao.
13. Zava-dehibe ny hianatra ny soratra masina isaky ny andro.
14. Nahazo ny fisoronana iray toana aho.
15. Inona no fotoana izany?
16. Roa kilometra amin'ny eto ny fiangonana.
17. Afaka miara-mivory amin'ny fito amin'ny maraina isika.
18. Nohitanay ny namanao any an-tsena.
19. Any izahay rahampitso.
20. Ambonin'ny Alahady ny fanomezana anao ny Fanahy Masina.

**B. Translation**

On a separate sheet of paper, translate the following sentences into Spanish. Check your answers.

1. We'll have an interview at 6:30 PM on Saturday.
2. Is the appointment at your house?
3. We go to the church each Sunday.
4. Is your friend's house near yours?
5. It's five-thirty right now.
6. I was baptized six years ago.
7. Under the direction of His Father, Christ created the earth.
8. The activity will be at the church.
9. Can we come at 7:30?
10. The scripture is on page 734.

**C. Scripture Activity**

Find a Malagasy scripture that you will teach to one of your investigators and that uses prepositions differently than the English version. Practice sharing the scripture with your companion in the role of that investigator. As you share it, give background on the scripture. Get feedback on how well you used prepositions and adverbs of place.

### Reviewing with Your Companion

**D. Inviting to Church Activities**

Come up with a list of at least 10 events that you have scheduled for the next few weeks and to which you could invite an investigator (for example, a ward activity, a baptism, a fireside, church meetings, a family home evening, a member's home, English class, etc.) with a date, time, and location for each. Then have your companion play the role of an investigator and practice inviting him or her to that event. Get feedback on how well you used these principles.

**E. Investigator Record Activity**

In your area book, find the Teaching Record for one of your progressing investigator. For each entry under "Comments about Teaching Visits," tell your companion how long ago the lesson was, where the lesson was, and who was there. Have your companion correct you as you go. Then discuss the investigator's progress and needs with your companion based on the comments on his or her Teaching Record.

**F. Church History Activity**

Listed below are several important events in Church history as well as a list of dates. Match each event with its date and tell your companion when the event occured in a complete sentence. Have your companion check your answers in the answers section as you say each sentence.

| | |
|---|---|
| 1. Natsangana ny Fiangonana | a. May 15, 1829 |
| 2. Naverina tamin'ny laoniny ny fisoronan'i Arôna | b. December 23, 1805 |
| 3. Nahazo ny takela-bolamena i Joseph Smith | c. Spring of 1820 |
| 4. Ny nahaterahan'i Joseph Smith | d. June 27, 1844 |
| 5. Ny fahitana voalohany | e. April 6, 1830 |
| 6. Vita ny fandikana ny Bokin'i Môrmôna | f. July 24, 1847 |
| 7. Maty i Joseph Smith | g. March 26, 1830 |
| 8. Tonga tany Utah ny mpisava lalana | h. September 22, 1827 |

## Reviewing with a Native Speaker

**G. Listening Activity**

Ask a native speaker to tell you about 6–8 meaningful life events. As you listen, note how the native speaker expresses times, dates, and locations. Ask questions to find out more about each event using the grammar from this review.

**Asking and answering questions of**

# Quality, Quantity, Number, and Sequence

## Purpose

This section is to help you talk about comparisons between two things or quantity; for example, which kingdom of glory is the **highest**, how we can exercise **greater** faith, or **how many** kingdoms of glory there are. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- There are **three** kingdoms of glory. (Numbers)
- “The Book of Mormon is the **most** correct book on earth...and a man would get **nearer** to God by abiding by its precepts...” (Comparatives and Superlatives)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- The Gospel Blesses Families (How does the gospel help our families be better?)
- The Great Apostasy (How are people different during a time of apostasy?)
- Kingdoms of Glory (Which kingdom is the highest/lowest?)
- We Can Be Cleansed from Sin (In what ways can we be more like the Savior?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Make a Purchase (When selecting an item to buy, which is the best? Why?)

# Comparatives and Superlatives

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| The death of Jesus Christ and His Apostles resulted in an even **greater** apostasy. | Nifarana tamin'ny apôstazia **mafy kokoa** ny fahafatesan'i Jesoa Kristy sy ny Apôstôliny. |
| When's the **best** time to call back? | Rahoviana no fotoana **tsara indrindra** hiantsoana indray? |
| As a result of a sincere repentance we feel the Spirit in **greater** abundance. | Ny vokatry ny fibebahana an-kitsimpo anakiray dia ny fahazoana ny Fanahy **bebe kokoa**. |

**Explanation**

Comparatives are used to compare nouns relative to other nouns. Superlatives point out the extreme, such as the **biggest** or **best** / **smallest** or **worst**.

**General Comparative & Superlative Vocabulary Words**

25a

The following chart shows patterns of comparisons ranked from highest superiority to lowest. Any adjective can be used.

| Pattern: | Examples: Tsara (*good*) | Ratsy (*bad*) | Mazava (bright) |
|---|---|---|---|
| (adjective) **indrindra**<br>_____ *-est*<br>*-or-*<br>**farany [izay*]** (adjective)<br>*last that is* _____ | tsara **indrindra**<br>*best*<br><br>**farany [izay*]** tsara<br>*absolute best* | ratsy **indrindra**<br>*worst*<br><br>**farany [izay*]** ratsy<br>*absolute worst* | mazava **indrindra**<br>*brightest*<br><br>**farany [izay*]** mazava<br>*absolute brightest* |
| (adjective) **lavitra**<br>_____ *far* | tsara **lavitra**<br>*much/far better* | ratsy **lavitra**<br>*much/far worse* | mazava **lavitra**<br>*much/far brighter* |
| (adjective) **mihitsy**<br>_____ *really/very* | tsara **mihitsy**<br>*really/very good* | ratsy **mihitsy**<br>*really/very bad* | mazava **mihitsy**<br>*really/very bright* |
| **tena** (adjective) / (adj.) **be**<br>*really/very* _____ | **tena** tsara / tsara **be**<br>*really/very good* | **tena** ratsy / tsara **be**<br>*really/very bad* | **tena** mazava / mazava **be**<br>*really/very bright* |
| (adjective) **kokoa**<br>_____ *-er* | tsara **kokoa**<br>*better* | ratsy **kokoa**<br>*worse* | mazava **kokoa**<br>*brighter* |
| (doubled adjective)** **kokoa**<br>_____ *-er* | tsaratsara **kokoa**<br>*a little better* | ratsiratsy **kokoa**<br>*a little worse* | mazavazava **kokoa**<br>*a little brighter* |
| (adjective alone)<br>_____ | tsara<br>*good* | ratsy<br>*bad* | mazava<br>*bright* |
| (adjective) **ihany**<br>_____ *just / only* | tsara **ihany**<br>*alright/just good* | ratsy **ihany**<br>*somewhat bad* | mazava **ihany**<br>*somewhat bright* |

***Note:** When *izay* is used with *farany*, they are combined to *faran'izay*. *Izay*, however, is optional.
****Note:** See "Adjectives and Adverbs" for an explanation of doubled adjectives.

Quantity

**Comparatives**

Comparatives are used to **compare** two or more nouns to each other.

**Comparison of Inequality**

25b

The following model shows the patterns that can be used to express inequality relative to an adjective.

| verb | adjective | **kokoa** *-er* / **lavitra** *far* | **noho** *than* / **toy izay** *than* | topic | main topic |
|---|---|---|---|---|---|
| | | or | or | | |

Examples:

| | | | | | |
|---|---|---|---|---|---|
| Mandeha *to go* | malaky *fast* | kokoa *-er* | noho *than* | ny taloha *the before* | ny fiivoaran'ny olona izao. *the progress of the people now* |

*The progress of the people is going **faster now than before**.*

| | | | | | |
|---|---|---|---|---|---|
| (no verb) | Tsara *good* | lavitra *far* | noho *than* | ny voninahitry ny fanjakana telestialy *the glory of the kingdom telestial* | ny an'ny fanjakana selestialy. *that of the kingdom celestial* |

*The glory of the celestial kingdom is **far better than** that of the terrestrial kingdom.*

The main topic may also appear before the other topic:

25c

Example:

| | | | | | |
|---|---|---|---|---|---|
| Mandeha<br>*to go* | malaky<br>*fast* | kokoa<br>*-er* | ny fiivoaran'ny olona izao<br>*the progress of the people now* | noho<br>*than* | ny taloha.<br>*the before* |

*The progress of the people is going **faster now than before**.*

**Note:** When saying **more than** or **less than** with numbers, *mihoatra* is **more than**, and *latsaka* is **less than**.

Example: Nampianatra **nihoatra/latsaka ny** lesona dimy izahay.
*We taught **more/less than** five lessons.*

**Comparison of Equality**

The following models show the two patterns that can be used to express equality.

25d

**Model 1:** Comparing attributes and qualities

| | | | |
|---|---|---|---|
| **sahala amin'ny***<br>*same/equal as/to the*<br>or<br>**mitovy (amin'ny*)**<br>*same/equal (as/to the)*<br>or<br>**azo oharina (amin'ny*)**<br>*comparable (to the)* | topic | *(nothing)<br>sy<br>and | main topic |

Examples:

| | | | |
|---|---|---|---|
| Sahala amin'ny<br>*same/equal as/to the* | voninahitry ny masoandro<br>*glory of the sun* | (nothing) | ny voninahitry ny fanjakana selestialy.<br>*the glory of the kingdom selestial* |

*The glory of the celestial kingdom is **as** glorious **as** the sun.*

| | | | |
|---|---|---|---|
| Azo oharina amin'ny<br>*comparable to the* | hafatry ny mpaminany taloha<br>*message of the prophets ancient* | (nothing) | ny hafatry ny mpaminany ankehitriny.<br>*the message of the prophets modern* |

*The message of the modern prophets is **like** that of prophets of old.*

| | | | |
|---|---|---|---|
| Mitovy<br>*the same as* | ny hafatry ny mpaminany taloha<br>*message of the prophets ancient* | sy<br>*and* | ny hafatry ny mpaminany ankehitriny.<br>*the message of the prophets modern* |

*The message of the modern prophets is **like** that of prophets of old.*

**Model 2:** Comparing abilities and nature

25e

| | | | |
|---|---|---|---|
| verb<br>or<br>adjective<br>or<br>(nothing) | **ohatra**<br>*like*<br>or<br>**tahaka**<br>*like*<br>or<br>**toy**<br>*like* | topic | main topic |

Examples:

| | | | |
|---|---|---|---|
| (nothing) | Ohatra<br>*like* | ny Raintsika any an-danitra<br>*the Father of ours in heaven* | isika.<br>*we* |

*We are **like** our Father in Heaven.*

| | | | |
|---|---|---|---|
| Mahay<br>*to be able/skilled* | tahaka<br>*like* | ny rainy<br>*the father of his* | izy.<br>*he* |

*He is skilled **like** his father.*

**Note:** There is another comparative verb *toa (like)* that is used only when the next word begins with *a-*.

Quantity

## Activities (see answers on pp. 165)

### Learning It on Your Own

**A. Translation**

Translate the following sentences, focusing on using comparatives correctly. Check your answers. Then try to come up with one more comparative sentence for each of the sentences given. For example: For #1, you may give the Malagasy sentence for "Earthly goods are the *least* important," or "The gospel is *more* important than earthly goods."

1. Earthly goods are less important than the gospel.
2. There are more people at this activity than the last.
3. My testimony is stronger now than before.
4. There are more temples now than before.
5. God is more powerful than Satan.
6. The word of God is sharp as a sword.
7. We work with members more often now than before.
8. The scriptures are more precious than gold.
9. Charity is more valuable than obedience alone.
10. Two witnesses are more convincing than one.

**B. Translation**

Translate the following sentences, focusing on using comparisons of equality correctly. Check your answers.

1. Satan wants people to be as miserable as him.
2. Do you pray as much as before?
3. God's love for people today is the same as those in ancient times.
4. God's love for you is the same as His love for me.
5. Nephi's brothers did not work as hard as he did.
6. Laman and Lemuel were not as faithful as Nephi.
7. Nobody has suffered as much as Christ.
8. Isaiah taught that our sins can become as white as snow.
9. You can be as clean as when you were born.
10. We are not perfect as Jesus is.

**C. Translation**

Translate the following sentences, focusing on using superlatives correctly. Check your answers.

1. The family is the most important social unit.
2. The telestial kingdom is the lowest kingdom.
3. The Book of Mormon is the most correct book on earth.
4. Our most important obligation is to God.
5. Nephi worked really hard to build the boat.
6. My oldest sibling served a mission in Taiwan.
7. That was one of the most difficult experience of my life.
8. My baptism was one of the happiest days of my life.
9. God cannot look at sins with the least degree of allowance.
10. I have had some of my most powerful revelation while reading the scriptures.

**D. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answer section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

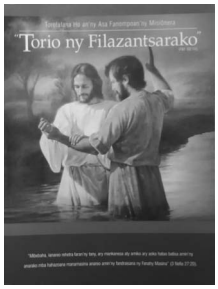
1. Avo kokoa ***ny terestrialy** noho ***ny fanjakana selestialy**.
   *The celestial kingdom is higher than the terrestrial.*
2. ***Ihany tsara** ny lesona niaraka tamin'i Fetra.
   *The lesson with Fetra was alright.*
3. Sahala ***( )** ny masoandro ny voninahitry ny selestialy.
   *The glory of the celestial is equal with the sun*.
4. Azo oharina amin'ny hazo oliva ***sy ny** zanak'i Israely
   *Do you feel stronger than before?*
5. Mahay kokoa noho ***ahy ianao**.
   *You are more capable than I.*
6. ***Tsy** mahay ***latsaka** noho izaho ianao.
   *You are not less capable than me.*
7. Ratsy ***bebe kokoa** noho ny terestrialy ny telestialy.
   *The telestial is a little worse than the terrestrial.*
8. ***Lavitra tsara** noho ny telestialy ny selestialy.
   *The celestial is far better than the telestial.*

### E. Error Correction

Each sentence is either correct or has one error. Decide whether it is correct or not. The translations indicate what the speaker is trying to say, not necessarily what they are actually saying. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key.

1. Tsapako fa tena zava-dehibe mihitsy ny finoana.
   *I feel that faith is very important.*
2. Tsara kokoa ny mibebaka rehefa mahatsapa tena ho diso.
   *Repenting is better when you feel that you are wrong.*
3. Lehibe kokoa ve ny fahalalanao izao raha tahaka ny amin'ny taloha?
   *Is your knowledge greater now compared to before.*
4. Aiza ny soratra masina hitanao tsara indrindra?
   *Where is the best scripture you have seen?*
5. Tena nahatsapa ny Fanahy Masina mahery vaika izy.
   *He really felt the Holy Ghost powerfully.*
6. Mazava kokoa ny Bokin'ny Môrmôna noho ny Baiboly.
   *The Book of Mormon is clearer than the Bible.*
7. Mitovy amin'ny mpaminany taloha sy ny mpaminany ankehitriny.
   *The prophets before are the same as the prophets now.*
8. Kely ny adidintsika raha oharina noho ny an'ny mpaminany.
   *Our responsibilities are few compared to the prophet's.*

### F. *Preach My Gospel* Activity




Read the principle *Ireo Fanjakam-boninahitra* from lesson two in *Torio ny Filazantsarako*. Write down the comparative and superlative statements you find in this principle. Check your answers. Then write five sentences using comparative and superlative structures. Use these sentences in your lesson the next time you teach about the kingdoms of glory.

### G. Scripture Activities

1. Read Alma 32:42 and write down the three comparative phrases used in this verse. Think of an investigator who could benefit from this verse and what you might say to apply the scripture to them. Using comparative constructions, write down what you might say. Share the verse with your investigator.

### H. Language Study Plan Activities

1. "Learn grammar," bullet 2. In preparation for the next time you teach lesson two, make as many sentences as you can in 10 minutes that use comparatives and superlatives. Have your companion or a native speaker check them. Apply what you have learned the next time you teach an investigator the second lesson.

## Learning It with Your Companion

### I. Teaching Practice

1. Using the five sentences from the *Preach My Gospel* activity above, teach your companion about the Kingdoms of Glory. Then have him teach you the same principle. Pay attention to how he uses comparative and superlative structures. If there are any differences, ask him about them.
2. Have your companion play the role of the investigator you thought of in the Scripture Activity above and describe the verse in your own words to your companion, as if he or she were that investigator. Get feedback on your use of comparatvies.

## Learning It with a Native Speaker

### J. Get to Know a Member

1. Select a convert member in your area that you do not know very well. Talk to them about their conversion. Ask them how their life has been better with the gospel and what the best part of being a member of the Church is. Pay attention to how they use the comparative and superlative structures in this lesson. Do they use them how you would expect? Ask them about any uses that you do not understand. Then, use this opportunity to invite them to share the gospel with a non-member friend, so that they may have the same blessings and improvements in their own lives.

## Applying This Principle

As you understand and learn to use this principle, you will be able to compare the qualities and attributes of people and places. You will be able to describe how someone's life will be better as they live the gospel and how they can receive the greatest of all of the gifts of God as they live the gospel and endure to the end.

# Numbers

## Explanation

In this lesson the many different forms of numbers in Malagasy and how they can be used are addressed. The lesson is organized by question words related to each form. Understanding the correct form of numbers is important for specific contexts.

It is also important to note that numbers are inverted in Malagasy. This means that the last digit of each number is said first, then progressively from the back each is said until the first digit.

### Cardinal Numbers

26a

Cardinal numbers in Malagasy are adjectives (they describe how many there are of something), so they will follow what they are describing unless the number is the predicate of the sentence. The only exception to this rule is when expressing an amount of **time** or **distance**, in which cases the number will go before what it is describing.

| Question: | Answer: |
|---|---|
| **Firy** taona ianao?<br>***How many** years (how old) are you?* | **Sivy ambin'ny folo** taona aho.<br>*I am **19** years (old).* |

Cardinal Numbers 0-Billion

| | | | | | |
|---|---|---|---|---|---|
| 0 | **aotra** | 6 | **enina** | 100 | **zato** |
| 1 | **iray**[1] | 7 | **fito** | 1,000 | **arivo** |
| 2 | **roa** | 8 | **valo** | 10,000 | **iray alina** |
| 3 | **telo** | 9 | **sivy** | 100,000 | **iray hetsy** |
| 4 | **efatra** | 10 | **folo** | 1,000,000 | **iray tapitrisa** |
| 5 | **dimy** | 11 | **iraika**[2] **ambin'ny**[3] **folo** | 1,000,000,000 | **iray lavitrisa** |

Examples:

| | | | |
|---|---|---|---|
| 1823 | telo **amby** roapolo **sy** valonjato **sy** arivo<br>*3 on top of 20 and 800 and 1000* | 2 years | roa taona |
| 421 | **iraika amby** roapolo **sy** efajato<br>*1 on top of 20 and 400* | 1 kilometer | iray kilaometra |
| 600 | eninjato<br>*600* | 4 weeks | efatra herinandro |

1. When counting, the word *isa* is used instead of *iray*.
2. Any time 1 is used with 10's and 100's (1**1**, 2**1**, 3**1**, 10**1,** etc . . .) it changes to *iraika*.
3.The preposition *ambin'ny* (on top of) is only used with the teens. *Amby* (on top of) is used for numbers 21-199. *Sy* is used when adding numbers to hundreds, starting with 200.

### Letter Changes with Numbers

Quantity

When expressing multiples of ten (20, 30, 40...) and multiples of one-hundred (200, 300, 400...) the basic numbers listed in the table above must be combined with each other. The numbers **10** (*folo*) and **100** (*zato*) are the bases on which all of these changes occur. For example, the number **20** in Malagasy is said as **two tens**, or *roapolo*. Likewise, **400** is expressed as *efajato* (four one-hundreds). The letter changes for numbers follow the rules in "Compound Words and Letter Changes."

26b

**Note:** Numbers **5** and **9** have occasional irregular spelling changes when combined to form other numbers:
For example: 50 = *dimampolo*; 90 = *sivifolo*; 500 = *dimanjato*.

### Ordinal Numbers

Ordinal numbers describe an object's order, such as a position in line. They are formed by adding *faha-* to the cardinal number. If the cardinal number begins with a vowel, then *fah-* is added. Notice that the word **first** is irregular.

26c

| | |
|---|---|
| Lesona **fahafiry** no hampianarintsika?<br>***What lesson** will we teach?* | Ny lesona **fahatelo** no hampianarintsika.<br>*The **third** lesson is what we will teach.* |

| | |
|---|---|
| first | **voalohany** |
| second | **faharoa** |
| sixth | **fahenina** |

## Multiplicative Numbers

26d

Multiplicative numbers are used to tell how many times something has happened. They are formed by adding the prefix *in-* to the cardinal number. See "Word Combinations and Letter Changes" for help on combining them. Notice that the word **once** is irregular.

| | |
|---|---|
| **Impiry** no efa natrehinao ny fivoriam-bavaka?<br>***How many times** have you attended church?* | **Intelo** no efa natrehiko ny fivoriam-bavaka.<br>*I have attended church **three times**.* |

| | | | |
|---|---|---|---|
| once | **indray mandeha** | seven times | **impito** |
| twice | **indroa** | many times | **imbetsaka** |

**Note:** Here are the most common noun forms of these adverbs. Notice that **for the first time** is irregular:

| | | | | | |
|---|---|---|---|---|---|
| for the first time | **vao sambany** | for the second time | **fanindroany** | for the third time | **fanintelony** |

## Fractional Numbers

26e

Fractional Numbers are formed by saying the numerator and adding the prefix *ampaha-* and the suffix *-ny* to the denominator. Notice that **1/2** is irregular. Saying the numerator is optional when it is 1 (For example: 1/3 is both *iray ampahatelony* and *ampahatelony*).

| | |
|---|---|
| **Ampahafirin'**ny zanak'A[tra] no nanaraka an'i Satana?<br>***What percentage** of God's children followed Satan?* | **Ny ampahatelon'**ny zanak'A[tra] no nanaraka an'i Satana.<br>***A third** of God's children followed Satan.* |

| | |
|---|---|
| 1/2 | **ny antsasany/ny antsasaky ny** |
| 1/3 | **ny iray ampahatelony** |
| 1/4 | **ny iray ampahefany** |
| 3/5 | **ny telo ampahadiminy** |

## Percentages

To express a percentage, state the number followed by *isan-jato*.

26f

| | |
|---|---|
| **Firy isan-jato** ny olona vita batisa no mijanona marisika?<br>***What percent** of the people baptized are still active?* | **Enimpolo isan-jato** ihany no mbola marisika.<br>*Only **sixty percent** are still active.* |

| | | | |
|---|---|---|---|
| 25% | **dimy amby roapolo isan-jato** | 50% | **dimampolo isan-jato** |
| 75% | **dimy amby fitopolo isan-jato** | 100% | **zato isan-jato** |

## Indefinite Numbers

26g

To form an indefinite number, use *amana* in front of numbers expressing a power of ten, and *-ny* to the end of the number. See "Word Combinations and Letter Changes" for help with this.

| | |
|---|---|
| **Firy** ny olona tonga tamin'ny fihaonambe?<br>***How many** people came to the conference?* | Nisy olona **amana aliny** tonga tamin'ny fihaonambe.<br>***Tens of thousands** of people came to the conference.* |

| | | | |
|---|---|---|---|
| tens | **amam-polony** | hundreds of thousands | **amana hetsiny** |
| hundreds | **aman-jatony** | millions | **amana tapitrisany** |
| thousands | **amana arivony** | billions | **aman-davitrisany** |
| tens of thousands | **amana aliny** | | |

## Number of Days

26h

In traditional, more formal Malagasy, you may see the number of days expressed with the prefix *ha-* and suffix *-ana* attached to numbers to express a certain number of days. They are only used for the numbers 3-10. *Hefarana* (four days) and *henemana* (six days) have irregular spellings.

| | |
|---|---|
| **Hafiriana** no nahatongavanao teto?<br>***How long** has it been since you arrived?* | **Hafoloana** no nahatongavako teto.<br>***It has been 10 days** since I arrived.* |
| **Hafiriana** no naharian'A[tra] ny tany?<br>***How long** has did it take for God to create the earth?* | **Henemana** no naharian'A[tra] ny tany.<br>***It took 6 days** for God to create the earth.* |

Quantity

## Activities (see answers on pp. 165-166)

### Learning It on Your Own

**A. Translation**

Translate the following numbers from English to Malagasy. Check your answers.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | 12 | 3. | 7 | 5. | 18 | 7. | 46 | 9. | 50 | 11. | 78 |
| 2. | 3 | 4. | 70 | 6. | 31 | 8. | 29 | 10. | 87 | 12. | 90 |

**B. Translation**

Practice saying the following sentences to your companion in Malagasy. Check your answers. Try using one of them in a lesson you teach today.

1. The story of Lehi begins 600 years before the birth of Christ.
2. In 1823, Moroni appeared to Joseph Smith.
3. There are more than 53,000 missionaries around the world.
4. The Elder's Quorum finished 95% of their home teaching this month.
5. After the Second Coming of Jesus Christ, we will dwell with Him during the Millennium.
6. The Church was restored in 1830.
7. We will teach Mamy the fourth lesson today.
8. There are more than 13,000,000 members worldwide.
9. One-third of God's children chose not to follow His plan.
10. Hundreds of thousands of people join the Church each year.

**C. Companion Activity**

Practice asking and answering the following questions with your companion.

1. Firy mianakavy ianareo?
   *How many siblings do you have? (How many are all of you?)*
2. Ohatrinona ny vidin'akondro iray kilao?
   *What (how much) is the cost of one kilogram of bananas?*
3. Andininy fahafiry ny novakianao teo?
   *What verse did you read just barely?*
4. Firy isan-jato ny fahamangiana isan-tokantrano no vita?
   *What percentage of home teaching is finished?*
5. Impiry isan'andro no tokony hivavaka isika?
   *How many times a day should we pray?*
6. Impiry ny olona no azo atao batisa?
   *How many times can a person be baptized?*
7. Fahafiry ianao ao amin'ny fianakavianao?
   *What number are you in your family?*
8. Firy herin'andro ny fipetrahanao tany amin'ny MTC?
   *How many weeks did you stay in the MTC?*
9. Firy ny isan'ny mpikambanan'ny Fiangonana eran-tany?
   *How many members of the Church are there in the world?*
10. Firy taona ianao?
    *How old are you? (How many years you?)*
11. Ohatrinona ny vola any aminao?
    *How much money do you have?*
12. Firy taona ny mpaminany?
    *How old is the prophet?*
13. Inona ny soratra masina tena tianao ao amin' ny Baiboly?
    *What scripture do you love from the Bible?*
14. Maharitra adiny firy ny fotoam-bavaka?
    *How many hours does the worship service last?*

**D. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Manana boky ***iraika** ihany aho.
   *I have only one book.*
2. Ao amin'ny toko fahenina ***ambin'ny** telopolo...
   *In chapter 36...*
3. Enimpolo ***amby** roa arivo ny isan'ny zatovolahy.
   *There were 2060 stripling warriors.*
4. Haharitra ***iray** arivo taona ny fandriam-pahalemana.
   *There will be peace for 1000 years.*
5. ***Efatra amby folo** ihany i Joseph fony nahita an'A$^{tra}$.
   *Joseph was only 14 when he saw God.*
6. Andininy ***fahiray amby telopolo** ilay izy.
   *It was verse 31.*
7. Namaky tao Jakôba toko ***fahiray**, andininy faha dimy izy.
   *He read James chapter 1 (1st), verse 5.*
8. Niseho taminy ***efatra fotoana** i Môrônia.
   *Moroni appeared to him 4 times.*

**E. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Izaho no efatra amin'ny mpiray tampo amiko.
   *I am the fourth among my siblings.*
2. Ao amin'ny F&F fizarana faha voaloany...
   *In D&C section 1 (1st)...*
3. Teraka tamin'ny dimy sy valon-jato sy arivo i Joseph.
   *Joseph was born in 1805.*
4. Nahatratra fito amby sivipolo taona i Filoha Hinckley.
   *President Hinckley reached 97 years old.*
5. Efatra-polo taona i Hery. Mba soraty izany amin'ny tatitra.
   *Hery is 40 years old. Please write that on the report.*
6. Firy fotoana no niangonanao hatr'izao?
   *How many times have you come to church up until now?*
7. Niala Jerosalema enina zato taona talohan' i Kristy i Lehia.
   *Lehi left Jerusalem 600 years before Christ.*
8. Hamaky ao Nefia fahatelo toko fahiray ambin'ny folo isika.
   *We will read Nephi 31:11.*

**F. Scripture Activity**

1. Read Exôdôsy 23:12. Identify the two numbers used and determine what kind of number they are and why they are used. Compare your answers with those in the back. Use this scripture when you next teach about the Ten Commandments.
2. Read Matio 18:21-22. Identify when multiplicative numbers are used. Identify what they mean without looking at the English translation of the Bible. Compare your answers with those in the back.

**G. *Preach My Gospel* Activity**

Read *Ampiasao ny Soratra Masina*, p. 215-217 in *Torio ny Filazantsarako* about introducing scriptures. Practice introducing the following scripture references in Malagasy. Check your answers. Then pick two scriptures you will use today in your teaching and practice introducing their references and giving their background information to your companion.

1. Almà 32:21
2. Amôsa 3:7
3. F sy F 18:10
4. Romana 8:15-17
5. Gen. 1:26-27
6. Môrônia 10:4-5
7. Jaona 3:16-17
8. Môsià 18:10

**I. Language Study Plan Activities**

"Memorize Vocabulary and Phrases," bullet 6. Memorize a scripture you plan to use in your teaching today that will help one of your investigators come closer to Christ. Practice introducing the scripture to your companion or a native speaker and get feedback from them about your use of numbers. Then, use the scripture in your teaching appointment. Repeat this activity often throughout your mission.

## Learning It with Your Companion

**J. Lesson Idea**

Have each missionary get out their scriptures and think of a verse or set of verses that are particularly meaningful to them. Then write the following pattern up on the board, "Ao amin'ny bokin'i _____, toko faha_____, andininy faha_____ (ka hatramin'ny faha_____), misy soratra masina izay tiako." Practice the pronunciation of all the words and phrases until they are comfortable. Then ask a missionary, "Aiza no soratra masina tianao?" Most missionaries will not be able to respond because they don't know numbers yet. When they say a number in English, write the number on the board and then next to it write it out in Malagasy. For example, if a missionary wanted to share Alma 32:21, they might say, "Ao amin'ny bokin'i Alma, toko faha thirty-two, andininy faha twenty-one. You would then write up on the board "21 iraika amby roapolo" and 32 roa amby telopolo," then repeat the question and have him repeat the answer in Malagasy. You will probably want to have the entire class repeat the pronunciation of each number before reasking the question. By the time you have done a few scripture references, the missionaries will begin to pick up patterns, and they may be able to come up with the numbers on their own without your help. After each missionary has shared, you can review by asking about the favorite verses of other missionaries, such as "Elder Smith, aiza no soratra masina tian'i Elder Johnson?" Make sure they have learned all the patterns and exceptions, such as *sivifolo*, *ambin'ny/amby/sy*, *iraika/iray*, etc. If their verse didn't cover those you can ask questions that require them, using *Firy?* as in "Firy ny apostoly?" When you think they all have a grasp on it, ask them to explain when to use each filler word and the difference between the two "**one**s."

## Applying This Principle

Numbers are used everywhere, every day. It is important to understand how to accurately say numbers in Malagasy in order to understand and say addresses, appointment times and dates, scripture references, important dates of the restoration, etc.

**Asking and answering questions of**

# Cause and Effect

## Purpose

This section will help you talk about what is happening or what we need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this section.

- Sin **makes** us sad. (Verbal Infixes: Causative Infixes)
- God has a body of flesh **and** bone. (Conjunctions)
- Jesus Christ peformed the Atonement for us **so** we can repent. (Conjunctions)
- **Because of** Jesus Christ, we can be forgiven. (Prepositions: *noho*)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- The Great Apostasy (Why was there a Great Apostasy?)
- The Restoration of the Gospel of Jesus Christ (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- The Book of Mormon (What are the most important principles taught in the Book of Mormon?)
- Agency and the Fall (What would have happened if Eve hadn't partaken of the fruit?)
- Atonement (Where would we be without the Atonement? Why did Christ suffer for us?)
- Resurrection, Judgment, Immortality (What will happen when we are judged?)
- Through Christ We Can Be Cleansed from Sin (We can't be cleansed from our sins unless _____.)
- Faith (What do we believe when we have faith?)
- Repentance (What will happen if we don't repent?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Extend Commitment invitations (What blessings will they receive after they have kept their commitment?)
- Use the Scriptures (How would the scripture apply to the life of the investigator?

# Conjunctions

**Examples from *Vocabulary and Phrases***

| | |
|---|---|
| The Lord promises to help us **if** we ask Him. | Mampanantena hanampy antsika A[tra] **raha** mangataka Azy isika. |
| We know **that** the Lord will strengthen you. | Fantatsika **fa** hankahery anao Andriamanitra. |
| Will you try again to pray **and** ask God? | Hiezaka hivavaka **sy** hanontany an'Andriamanitra indray ve ianao? |
| After the anointing, one **or** more priesthood holders will lay their hands on your head. | Aorian'ny fanosorana dia mpihazona ny fisoronana iray **na** mihoatra no hametraka ny tanany eo ambonin'ny lohanao. |

**Explanation**

A **conjunction** is a word used to connect two clauses. Here are some Malagasy conjunctions and rules for using them:

27a

| Conjunctions | Rule | Examples |
|---|---|---|
| **sy** *and* | *Sy* changes to *ary* before the last noun or adjective in a series. *Ary* is also used between two predicates. | Mampianatra **sy** mijoro ho vavolombelona ny mpaminany. *Prophets teach **and** testify.* |
| **ary** *and* | | Sarobidy **sy** zava-dehibe **ary** mahasoa ny hafatry ny mpaminany. *The message of the prophets is of great value, importance, **and** worth.* |
| | | Nivavaka momba ny Bokin'i Môrmôna izy **ary** nahazo valiny. *He prayed about the Book of Mormon **and** he received an answer.* |
| **na** **or** | *Na* alone is **or.** If **(n)either...(n)or...** is used, then *na* is doubled and placed before each noun or adjective. | **Na** marina **na** diso ity hafatry ny famerenana amin'ny laoniny ity. *This message of the restoration is **either** true **or** it isn't.* |
| | | Mitarika any amin'ny apôstazia ny fandavana ny fitsipiky ny filazantsara **na** ireo ôrdônansy. *Rejecting the principles of the gospel **or** ordinances leads to apostasy.* |
| **na...na...** **(n)either...(n)or** | | Mandritra ny Apôstazia Lehibe dia **tsy** voantso **na** mpaminany **na** mpitarika hafa. *During the Great Apostasy, **neither** prophets **nor** other leaders were called.* |
| **sa** **or(?)** | *Sa* means **or**, but is used in a question between choices. (*Na* is used in questions otherwise.) | Tokony hitety trano ve isika **sa** hamangy mpikambana mangatsiaka? *Should we go tracting **or** visit a less-active member?* |
| | | Handeha ve ianao **sa** hijanona? *Are you going **or** staying?* |
| **fa** *but* **nefa** *(stronger) but* **anefa** *but (after predicate)* **kanefa** *but/however* | *Fa* means **but**. *Nefa*, *anefa*, and *kanefa* all have stronger meanings of the word **but** than *fa*. *Fa* can also offer an alternative to a negative statement. *Nefa* has the same meaning as *fa*, only stronger. *Anefa* is placed after the predicate. *Kanefa* usually means **however**. | Mampianatra antsika Andriamanitra, **fa** tsy manery antsika hankato. *God teaches us, **but** he doesn't force us to obey.* |
| | | Nanatrika fiangonana maro samihafa i Joseph, **nefa** mbola nisavorovoro ihany ny sainy amin'ny hoe fiangonana iza no tokony hidirany. *Joseph attended many churches **but** still was confused about which church he should join.* |
| | | Tsy ho mandrakizay raha tsy fehezina any amin'ny tempoly masina **anefa** ny fanambadiana. *Marriage **however** is not eternal if it is not sealed in the temple.* |
| | | Hihatra amintsika rehetra ny fahafatesan'ny vatana, **kanefa** nandresy izany ho antsika i Jesoa Kristy. *We will all experience physical death; **however**, Jesus Christ overcame that for us.* |
| **...fa...** *...that...* | *Fa* is the conjuction **that**, not to be confused with the demonstrative **that**. (See "Demonstratives") In English, "that" is sometimes optional, but *fa* is **never dropped** in Malagasy. | Fantatro **fa** miantso mpaminany Andriamanitra. *I know (**that**) God calls prophets.* |
| | | Mampianatra ny mpaminany **fa** tokony hanaraka an'A[tra] isika. *The prophets teach **that** we should follow God.* |
| **raha** *if/whether* | *Raha* does mean **if** and **whether**, but it can also be used when telling about the past to mean **when**. | **Raha** manaraka ny mpaminany isika dia hahazo fitahiana. ***If** we follow the prophets, we receive blessings.* |
| | | Tsy hainay **raha** tokony handeha izahay na tsia. *We don´t know **whether** to go or not.* |
| | | **Raha** nanda ny mpaminany ny olona dia... ***When** the people rejected the prophets...* |

Cause

| | | |
|---|---|---|
| **rehefa**<br>*when/while* | *Rehefa* is used in the same contexts as **when/ while** in English. | **Rehefa** eto an-tany isika dia mahazo traikefa izay mitondra fifaliana.<br>***While** we are here on earth, we receive experiences that bring happiness.* |
| | | Mankany amin'ny tontolon'ny fanahy ny fanahintsika **rehefa** maty isika.<br>*Our spirits go to the spirit world **when** we die.* |
| **dia**<br>*then (balancer)* | *Dia* is used as a balancing conjunction when the sentence is inverted and does not begin with the main predicate. *Dia* also often goes with the conjunctions *raha* and *rehefa* and is usually translated in English as **then**. | Raha hitandrina ny didin'Andriamanitra ianao **dia** hotahiana.<br>*If you keep God's commandments **then** you will be blessed.* |
| | | Rehefa mankato isika **dia** mahazo fitahiana.<br>*When we obey **(then)** we receive blessings.* |
| | | Izaho **dia** nahita andrim-pahazavana... (inversion)<br>*I saw a pillar of light...* |
| **satria***<br>*because* | *Satria* must be used before predicates. | Afaka manam-pinoana Aminy isika **satria** fantatsika fa ny marina ihany no hampianariny antsika.<br>*We can have faith in Him **because** we know that He will only teach us truth.* |
| | | Tao amin'ny Sahan'i Edena, tsy afaka nahalala ny fifaliana i Adama sy i Eva **satria** tsy afaka niaina ny alahelo sy ny fijaliana.<br>*In the Garden of Eden, Adam and Eve could not know happiness **because** they could not experience sadness or suffering.* |
| **sady**<br>*and also* | *Sady* is used between two clauses in a sentence to denote a rough equivalent of the phrase **and also**. | "...niantso ahy tamin'ny anarako **sady** nanondro ilay anankiray nanao hoe—Ity no Zanako Malalako. Henoy Izy!" (JS-Tantara 1:16-17)<br>*"...calling me by name, **and** said, pointing to the other, 'This is my Beloved Son. Hear Him!' " (JS-H 1:16-17)* |
| | | Raha mivavaka am-piniavana **sady** manam-pinoana an'i Kristy ianao, dia haneho ny fahamarinan'izany aminao Andriamanitra.<br>*If you ask with real intent **and (also)** faith in Christ, God will show you it is true.* |
| **sady...no...**<br>*both...and...* | To use this conjunction, the order is *sady*, then the first clause, followed by *no*, and the second clause. | **Sady** ety **no** tery ny lalana mankany any an-danitra.<br>*The road to heaven is **both** strait **and** narrow.* |
| | | **Sady** miasa mafy izahay **no** manam-pifaliana.<br>*We **both** work hard **and** have joy.* |
| **na dia...aza**<br>*even (though/if)...* | *Na dia...aza* means **even though**, **even if**, or just **even**. The *aza* is placed before the topic of the sentence (underlined in the examples). | **Na dia** nanaiky an'i Jesoa Kristy sy nibebaka amin'ny fahotantsika **aza** isika dia mety ho lavo ary hanota indray.<br>***Even if** we accept Jesus Christ and repent of our sins, we may fall and sin again.* |
| | | **Na dia** maro **aza** ireo olona nino an'i Kristy nandritra ny Apôstazia dia tsy nanana ny fahamarinana feno izy ireo.<br>***Even though** many people believed in Christ during the Apostasy, they didn't have the fullness of truth.* |
| **ka**<br>*and so/thus* | *Ka* is used in the same contexts as **and so,** and **thus** in English. | Nandà ny filazantsara ny olona **ka** nilatsaka tao anatin'ny apôstazia.<br>*The people rejected the gospel, **and so** they fell into apostasy.* |
| | | Nahatsapa ny Fanahy Masina nandritra ny lesona ny naman'ny fiangonana, **ka** nahazo fijoroana ho vavolombelona.<br>*The investigator felt the Spirit during the lesson, **and so** he gained a testimony.* |
| **nony**<br>*when*<br>**fony**<br>*when* | *Nony* and *fony* both are used when talking about the past.<br>*Fony* is used when something occurred a very long time ago. | Valo taona aho **fony** natao batisa.<br>*I was eight years old **when** I was baptized.* |
| | | **Nony** nandeha izy dia nahita ny misionera.<br>***When** he left, he saw the missionaries.* |
| **raha vantany vao**<br>*as soon as* | *Raha vantany vao* is used in the same contexts as **as soon as** in English. | "...**raha vantany vao** miala ity vatana mety maty ity..." (Alma 40:11)<br>*"...**as soon as** they are departed from this mortal body..." (Alma 40:11).* |

***Note:** Do not confuse *noho* and *satria*. *Noho* means **because of** (and is used before nouns), while *satria* means **because** (and is used before predicates). See "Prepositions: *noho*" for more information on how *noho* is used.

## Activities (see answers on p. 166)

### Learning It on Your Own

**A. Translation**

On a separate sheet of paper, write the correct conjunction that would be used to translate the bolded word. Check your answers.

1. We're here to learn **and** grow.
2. We should read **and** pray.
3. I know **that** the Church is true.
4. Christ didn't come to condemn the world, **but** to save it.
5. God blesses us **if** we obey.
6. There were no prophets **or** apostles.
7. We shouldn't fear **or** doubt.
8. God is merciful, **but** also just.
9. Feelings from the Spirit are quiet **but** powerful.
10. Ether taught **that** our weakness could become strengths.
11. We feel remorse **or** godly sorrow.
12. We shouldn't feel depressed **or** discouraged.
13. **Neither** you nor I can save ourselves.
14. We **either** accept or reject the covenant.
15. **If** you pray, God will listen.
16. We should pray not just for our friends, **but** also for our enemies.

**B. Fill in the Blank**

On a separate sheet of paper, write the conjunction that would complete each sentence. Check your answers.

1. Nahita an'A[tra] ___ (and) Jesoa Kristy i Joseph Smith.
2. Inona no tsapanao rehefa mamaky ___ (*or*) mivavaka ?
3. Afaka midify ny mankato ___ (*or*) ny tsy mankato.
4. Hamaly anao A[tra] ___ (*if*) mivavaka am-pinoana ianao.
5. Tsy misy feo mahery ___ (*but rather*) feo mangina.
6. Tsy nahatsapa ___ (*neither*) fijaliana ___ (*nor*) hafaliana i Adama ___ (*and*) Eva tao amin'ny Sahan'i Edena.
7. Nitory ny filazantsara i Noà, ___ (*but*) tsy nandray ny fampianarany ny olona.
8. Fantatro ___ (*that*) marina ny tenin'ny mpiara-mitory amiko.
9. Zanakalahy ___ (*and*) zanakavavin'A[tra] isika.
10. ___ (*If*) tsy mibebaka isika dia tsy hamela ny helontsika A[tra].
11. Fantatr'A[tra]___ (*that*) handalo fasahiranana isika.
12. Tsy mandidy antsika A[tra], ___ (*but rather*) manasa antsika hanatona azy.

**C. Common Errors**

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Manana vatana nofo ***ary** taolana izay feno voninahitra sy tanteraka A[tra].
   *God has a body of flesh and bone that is glorified and perfect.*
2. Tsy mino ***fa** izahay.
   *We do not believe that.*
3. Sady Ilay Mpamonjy i Jesoa Kristy ***ary** mpaminany.
   *Jesus Christ was both the Savior and a prophet.*
4. ***( )** Marina ny Fiangonana ***na** diso.
   *Either the Church is true or it is false.*
5. Hitsangana amin'ny maty isika rehetra ***satria** i Kristy.
   *Because of Christ we will all be resurrected.*
6. Indraindray manilika ny fitsipika ***ary** ny ôrdônansin'ny filazantsara ny olona.
   *Sometimes people reject the gospel principles and ordinances.*
7. ***Anef**a, tsy nanala ny maha-tompon'andraikitra antsika Izy.
   *However, He did not take away our personal responsibility.*
8. Fantatrao ***izany** mpaminany marina i Joseph Smith.
   *I know that Joseph Smith is a true prophet.*
9. Hanaiky ny hatao batisa ve izy ***na** tsy hanaiky?
   *Will he accept to be baptized or will he not accept.*
10. i Joseph Smith namerina ny filazantsara.
    *Joseph Smith restored the gospel.*

**D. Error Correction**

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Afaka manaiky na manda ny famerenana ianareo.
   *You can either accept or reject the restoration.*
2. Afaka hibebaka ny olona rehetra satria ny Sorompa-navotana.
   *All men can repent because of the Atonement.*
3. Nilaza i Alma mila manetry tena isika.
   *Alma taught that we need to be humble.*
4. Nahatsapa ny Fanahy Masina ilay namako, ka niova fo.
   *My investigator felt the Holy Ghost so he was converted.*
5. Maro ny olona tsy mino an'A$^{tra}$ ary Jesoa Kristy.
   *Many people do not believe in God and Jesus Christ.*
6. Fantatro fa tia ahy A$^{tra}$ noho ny namaly ny vavaka nataoko.
   *I know that God loves me because He answered my prayers.*
7. Tsisy lalana na anaran-kafa hiverenantsika any an-danitra ankoatra an'i Jesoa Kristy.
   *There is no other way nor name whereby we can return to heaven.*
8. Tsy tokony hilaza zavatra fa manafintohina ny Fanahy isika.
   *We should not say things that offend the Spirit.*
9. Raha namaky ny Baiboly i Joseph dia nahatsapa ny Fanahy.
   *When Joseph read the Bible he felt the Spirit.*
10. Rehefa ny batisanao?
    *When is your baptism?*

**E. Scripture Activity**

For each of the conjunctions listed below, read the scripture given and note how the conjunction is used in the sentence. Then practice teaching the scripture to your companion as if he or she were one of your investigators. Get feedback on your use of conjunctions.

| | | | |
|---|---|---|---|
| **Satria:** | 2 Ne. 32:4 | **Sa:** | JS-T 1:10 |
| **Rehefa:** | Môsià 18:14 | **Fa, Ary:** | JS-T 1:33–34 |
| **Kanefa:** | Almà 40:3 | **Raha:** | Lioka 11:11 |
| **Nefa:** | JS-T 1:8 | | |

**F. Language Study Plan Activities**

1. "Learn grammar," bullet 3. Identify a specific section of chapter 3 in *Torio ny Filazantsarako* you will study with your companion in preparation for an appointment today. As you read this section, find 20 conjuctions and identify the reason they were used in that context. Focus especially on their different meanings in context. Then create 10 sentences in preparation for the appointment, focusing on using the same conjunctions as they apply to what you plan to teach.
2. "Memorize vocabulary and phrases," bullet 6. Memorize one of the scriptures from activity E or one of your own choosing that you will use today that uses conjunctions. Be able to teach your scripture using the principles from Chapter 10.
3. "Actively listen" bullet 3. Identify an appointment today where you will listen to how your investigator uses conjunctions. Note in your planner to identify 10 of the conjunctions from the list above. Identify when they use them differenly than the way you would. Talk with your companion about these on the way home tonight. Imitate these in your own speech.

## Learning It with Your Companion

**G. Lesson Plans**

Pick a lesson that you will soon be teaching. For each conjunction in this lesson, write two sentences that you could use during that lesson. Then take your sentences to a native speaker and ask them to review them. Have them pay particular attention to the use of conjunctions. You may even want to circle them or underline them to help focus the native speaker. If any sentence is not how they would say it, ask them what they would say and why?

## Applying This Principle

You will need to understand and correctly use the conjunctions in this lesson to be able to connect ideas when you teach, narrate the story of the restoration, show people the cause and effect relationships of living or not living the gospel, and clearly communicating complex ideas.

# Review – Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

**Asking and answering questions of cause and effect**

- Verbal Infixes (Causative Infixes)
- Prepositions (*noho*)
- Conjunctions

## Activities (see answers on pp. 166-167)

### Reviewing on Your Own

**A. Error Correction**

On a separate sheet of paper, rewrite the paragraph below, correcting the 8 errors in it. Check your answers.

> Nanomana drafitra Andriamanitra mba ahafahan'ny zanany rehetra tonga eto an-tany amin'ny hianatra ary hivoatra. Fa, tsy afaka mivoatra isika raha tsy manana fitsapana. Tsy sazy ireo fitsapana ireo, fa fahafahana hampitombo ny finoantsika an'Andriamanitra. Nofantatr'Andriamanitra izany hilaintsika handalo ny zavatra mafy ary noho izany dia nomeny antsika ny vavaka mba hiresahantsika aminy. Raha manana finoana sy mivavaka amin-kitsimpo isika, hovalin'Andriamanitra ny vavaka ataontsika. Vonona hanampy antsika Andriamanitra satria ny fitiavany antsika. Feno fankasitrahana aho ho an'ny vavaka, sy fantatro fa tsy afaka mandresy ny olana amin'ny fiainako aho afa-tsy mivavaka amin'Andriamanitra.

**B. Error Correction**

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Mananaintaina antsika ny ota.
2. Rehefa ankizy kely aho dia niara-nivavaka tamin'ny reniko.
3. Manao antsika mahery ny Fanahy Masina.
4. Mpiralahy ary mpiravavy isika rehetra.
5. Manana drafitra noho antsika rehetra Andriamanitra.
6. Feno fisaorana aho ho an'ny fitahiana ahy rehetra.
7. Iza no tianao indrindra, Nefia na Alma?
8. Tsy toro-hevitra ity lalàna ity, dia didy.
9. Raoviana vita ny famakiana dia hiresaka momba izany isika.
10. Oviana nitory i Kristy dia tsy nino azy ny olon-drehetra.
11. Voavonjin'ny fahasoavana isika, fa mila miasa koa.
12. Tsy mamaky ny Bokin'i Môrmôna na ny Baiboly izy.
13. Raha hamaky sy hivavaka ianao, hovalian'A$^{tra}$.
14. Satria i Jesoa Kristy dia afaka mibebaka isika rehetra.
15. Manao antsika faly ny fankatoavana.
16. Indraindray, tsy mino ny mpaminany na A$^{tra}$ ny olona.
17. Miteny izany tokony hibebaka isika ny soratra masina.
18. Mankitombo ny finoantsika ny Bokin'i Môrmôna.

**C. Translation**

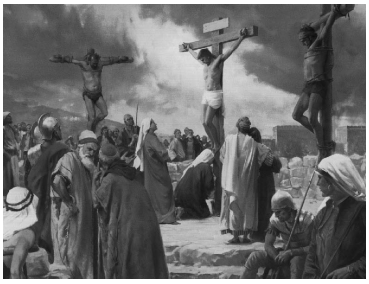
On a separate sheet of paper, translate the following sentences into Malagasy. Check your answers.

1. Will you pray when we finish?
2. If you obey, you will be happier.
3. This book is of great value and importance.
4. For me, the Book of Mormon is very important.
5. Christ taught that we should love one another.
6. When I was baptized, I promised I would follow Christ.
7. You will know Joseph Smith was called of God.
8. Neither you nor I are perfect.
9. I know that Joseph Smith was a prophet.
10. Should we come today or another day?
11. Write down your thoughts and feelings.
12. Call us as soon as you call your friend.
13. We know it's hard, but it's very important.
14. Either our message is true or it is false.

**D. *Preach My Gospel* Activity**

Go through the principle "Ny Sorompanavotana" in *Preach My Gospel* and write down all the phrases that use conjunctions or causative infixes. (Pay attention to when *raha* is used as **if** verses when it is used as **when** in the past.) Then change the sentences into your own words, trying to use the grammar principles in the same way and create a lesson plan for this gospel principle. Talk about why Christ performed the atonement and what it means for us. Teach the principle to your companion as if he or she were one of your investigators and get feedback on how well you used these principles.

**E. Scripture Activity**



Read Alma 7:11–14 and write down all the phrases with conjunctions, paying particular attention to when *sy* is used verses *ary*. Check your answers. Decide why each conjunction was used. Then go back through and write each phrase that uses *mba* with the circumstantial voice to describe a reason. Then, using the conjunctions you wrote down and the circumstantial *mba* phrases, write a paragraph about the Atonement and the purposes that Christ had in performing the Atonement and the effects of it. Teach what you prepared to a native speaker and have them give feedback on how clearly you explained the reasons and effects of the atonement.

## Reviewing with Your Companion

**F. Baptism Prep**

Think of one of your investigators who is preparing for baptism and have your companion play the role of that investigator. Using the conjunctions in this review, practice telling him or her what they need to do before he or she is baptized and why, as well as what will happen when he or she is baptized. Focus on using conjunctions correctly. Get feedback on how well you used the grammar principles.

## Reviewing with a Native Speaker

**G. Writing Activities**

1. Read “Maharitra hatramin’ny farany” from Lesson 5 in *Preach My Gospel*. Then write a paragraph about enduring to the end and focus on writing the reasons and purposes for enduring to the end. Underline the conjunctions in the paragraph and have a native speaker check them. Get feedback on everything you underlined and then use what you wrote to teach the native speaker about enduring to the end as if he or she were a new member.
2. Choose one of the following cause/effect topics and write a paragraph about it. Focus on using conjunctions, verbal infixes and circumstantial voice with *mba*. Underline these grammar principles in your paragraph and have a native speaker check it.
   - What caused you to come on a mission and what have been the effects of it?
   - Write about a time when something caused you to get on your knees. What was the effect of your prayer?
   - What makes us sin and what makes us obey? What are the effects of sin and obedience?

# Answers

## 2. Accentuation

**A.**

| | | | | | |
|---|---|---|---|---|---|
| zàvatra | arahabàina | mampiànatra | làlana | madìo | fanadìnana |
| rahalàhy | kilalào | miànatra | mahasàrika | fò | kolèjy |
| tantàra | lehibè | vàtana | tsàra | màsina | ambòny |

**B.** **1**. Izahày dìa èfa nangàtaka ny fanampìana sy nanomè fijoròana hò vavolombèlona mòmba àn'i Jèsoa Kristy - *We already asked for help and we gave our testimony about Jesus Christ.* **2**. Andriamànitra nò rày àny an-dànitra. Màro ny fitahìana omèny antsìka. - *God is our Father in Heaven. He has given us many blessings.* **3.** Zànany isìka àry tìany hò fàly sy hànana fahombiàzana àmin'ity fiàinana ity isìka. - *We are His children and He wants us to be happy and have success in this life*. **4.** i Jèsoa Kristy nò làlana sy fahamarìnana kà tòkony hò arahintsìka fòana ny tèniny. - J*esus Christ is the way and the truth so we should always follow his words.*

## 3. Topicalization

**A.** **1.** *The gospel* is the topic because it is receiving the action of *teaching*. **2.** *God* is the topic because He is doing the action. **3.** *People* is the topic of this sentence because they are doing the *rejecting*. **4.** *This* is the topic because it is receiving the action of the verb. **5.** *Apostasy* because it is *occurring*. **6.** *When* is the topic of this verb because it is the time or circumstance when God *calls* prophets. **7.** *People* because they are doing the *accepting*. **8.** *God* is the topic because He is doing the *wanting*. **9.** *God* is the topic still because He is doing the *calling*.

**B.** **1.** Active, because He is doing the sending **2.** Passive, because He is being believed in, He is the object of our belief **3**. Active, because He is the one loving **4.** Passive, because He is receiving the worship **5.** Active, because He is having the plan **6.** Active, because he is doing the restoring **7.** Passive, because he receives the call **8.** Passive, because he is receiving the rejection **9.** Circumstantial, because he is how the gospel was restored **10.** Active, because he saw God and Jesus Christ **11.** Circumstantial, because it is how we receive a remission of our sins **12.** Passive, because it is what was accomplished **13.** Active, because it is what heals the sinner **14.** Active, because it does include those things **15.** Active, because it is what covers both deaths **16.** Circumstantial, because it is how we make coveneants **17.** Passvie, because baptism is what is done **18.** Active, because it d**oes** the beginning of a new life **19.** Passive, because it is what was taught **20.** Active or Passive, because both the doer and object could be the topic

**C.** **1.** Ampianari(na) **2.** Nanao **3.** Tsapa(na) **4.** Idira(na) **5.** Nahazo **6.** Nanana **7.** Nivavahan(a) **8.** Hita **9.** Valia(na) **10.** Mitady

**D.** **1.** Nataontsika **2.** Hatao **3.** Hiverenantsika **4.** Novonoin'ny olona 5. Hivavahanay 6. Nolavin'ny olona 7. Ampianarinay 8. Hahatongavanay

**E.** **1.** Nahita an'Andriamanitra... **2.** Ampianarin'ny mpaminany... **3.** Nahafatesan'i Jesoa Kristy... **4.** Marina ny Bokin'i Mômmôna. **5.** Antsoin'Andriamanitra ny mpaminany **6.** Mivavaka amin'Andriamanitra... **7.** Namaky... **8.** Correct **9.** Correct **10.** Mahafantatra...

**F.** **Handeha**- Active, because Nephi is the topic and he is doing the action. **Hanao** - Active, because Nephi is the topic and the one doing. **Nandidiana** - Circumstantial, because the things is the topic and they are the circumstance of the Lord commanding Nephi. **Fantatro** - Passive, because the fact that God doesn't give commandments without providing a way is the topic and it is known by Nephi. **Manome** - Active, because the Lord is the topic and He is the one giving. **Nanomana** - Active, because the Lord is the topic and He is the one preparing. **Hahazoany** - Circumstantial, because it is reason for preparing the way. **Andidiany** - Circumstantial, because the things are a circumstance of the Lord's commanding.

## 4. Personal Pronouns

**A.** **1.** izy ireo **2.** isika **3.** ianao **4.** ianao **5.** ianareo **6.** ianareo **7.** izy **8.** izahay

**B.** **1.** izy **2.** izaho/aho (depending on the situation) **3.** ianareo **4.** izy ireo **5.** izahay **6.** izy **7.** isika **8.** ianareo **9.** izahay **10.** izy **11.** izy **12.** ianareo **13.** izaho/aho (depending on the situation) **14.** izahay

**C.** **1.** Jesoa Kristy → Izy **2.** (Your name) → Izaho **3.** i Jaona Mpanao Batisa → Izy **4.** Ny Apôstôly → Izy ireo **5.** Ny mpikambana rehetra → isika (rehetra) **6.** i Thomas S. Monson → Izy **7.** i Petera → Izy **8.** Ny Nefita → Izy ireo **9.** Ny Apôstôly → Izy ireo **10.** Iza → Isika (rehetra)

**D.** **1.** Inona no atao**nao sy ny fianakavianao** amin'ny Alahady? **or** Inona no atao**ny fianakavianao sy ianao** amin'ny Alahady? **2.** Ahoana ny fahazoa**nareo mivady sy ny namanareo** ny fampianaranay momba ny apôstazia? **or** Ahoana ny fahazoa**n'ny namanareo sy ianareo mivady** ny fampianaranay momba ny apôstazia? **3.** Ny Bokin'i Mômmôna no fitaovana ampiasai**n'ny namako sy izaho** hitoriana ny famerenana amin'ny laoniny. **or** Ny Bokin'i Mômmôna no fitaovana ampiasai**n'izaho sy ny namako** hitoriana ny famerenana amin'ny laoniny. **4.** Ny FJKM no fiangonana atrehi**n'ny rafozako sy izaho**. **or** Ny FJKM no fiangonana atrehi**n'izaho sy ny rafozako**.

**E.** **1.** Manafana tena aho sady mianatra amin'ny maraina. (*Izaho* is not needed here because it is not the predicate.) **2.** Misionara izahay. (*Isika* would imply that the investigator is a missionary as well.) **3.** Mahatsapa ny Fanahy Masina izy rehefa mamaky ny Bokin'i Môrmôna. (The topic *izy* was already stated and does not need to be repeated.) **4.** Avy aty ve ianareo? (The context of the question implies that there is more than one person.) **5.** Mitory ny filazantsara izahay. (*Isika* would imply that the person being addressed preaches the gospel too.) **6.** Manahoana ianao? Tsara, ary ianao? (*Anao* is a direct object pronoun, but the topic should be a personal pronoun.)

**F.** **1.** Elder Smith **aho**. **2.** Maty ho **antsika** i Jesoa Kristy. **3.** Hitahy anareo A[tra] raha hampiseho finoana Azy **ianareo**. **4.** Te-hanampy anareo **izahay**. **5.** Correct **6.** Correct **7.** Novakiako ny Bokin'i Môrmôna. (No personal pronoun needed because the agent is not the topic.) **8.** Very hevitra momba ireo fiangonana diso ireo izy. **9.** Narahiny ny didin'Andriamanitra. (No personal pronoun is needed because the agent is not the topic.) **10. Mahafantatra** ny marina izy.

**G.** 1. izy, ianao, izahay, aho, isika 2. izy ireo, isika, isika

**I.** These paragraphs are about our relationship with our Heavenly Father. They explain things He does, and then things that we should do. Subject pronouns show the contrast between these two ideas. The personal pronoun *izy* refers to God, while *isika* is used because the author is talking to us and is <u>including</u> us.

## 5. Asking Questions

**A.** **1.** Circumstantial **2.** Active **3.** Passive **4.** Passive **5.** Passive **6.** Circumstantial **7.** Active **8.** Active **9.** Active **10.** Circumstantial

**B.** **1.** Ahoana **2.** Oviana **3.** Ho aiza **4.** Taiza **5.** Nahoana **6.** Rahoviana **7.** Aiza **8.** Fa nahoana **9.** Iza **10.** Inona

**C.** **1.** Ahoana no **ahafantarantsika** ny fahamarinana? **2.** Inona no **ataonao**? **3.** Nivavaka **momba an'i Joseph Smith ve ianao**? **4.** Iza ianao? **5. Iza** ny anaranao? (Malagasy people say, "**Who** is your name?") **6.** Tsy nahafantatra **izay tokony ataony** i Joseph Smith. (Inona cannot be used in a statement unless you quote the actual question)

**D.** **1.** Inona no hitanao? **2.** Iza no ampianarinao? **3.** remove ***ve*** - Nahoana no miantso mpaminany Andriamanitra **4.** Ahoana no analan'Andriamanitra ny filazantsara. **5.** Iza no nanampy anao? **6.** Inona no nanaovanao izany? **7.** Inona ny Tenin'ny Fahendrena? **8.** Fantatrao ve fa marina ny Bokin'i Môrmôna? **9.** Correct **10.** Correct

## 6. Negation

**A.** **1. Tsy** mivily lalana (mihitsy) ireo izay mihaino ny mpaminany. **2. Tsy** hahazo fitahiana ireo izay manilika ny filazantsara. **3. Tsy** mpaminany daholo (akory) izay mahazo aingam-panahy. **4. Tsy** ny fiangonanay no mandray anjara amin'ny fampirafesana. **5. Tsy** nanana vatana nofo sy taolana isika tamin'ny fiainana talohan'ny nahaterahana. **6. Tsy** teto antany ny filazantsara nandritra ny apôstazia. **7. Tsy** nesorin'i Jesoa ny adidintsika tamin'ny alalan'ny sorompanavotana. **8. Tsy** mahatsiaro ny fiainana talohan'ny nahaterahana isika. **9. Tsy** ny olona rehetra no ho avotra. **10. Tsy** afaka nandroso (mihitsy) i Adama sy i Eva tao amin'ny Sahan'i Edena. **11. Tsy** nisy ny fisoronana (mihitsy) nanatanterahana ny ôrdônansy nandritra ny apôstazia. **12. Tsy** mampiova ny fanahy (akory) ny fahafatesana. **13. Tsisy (or tsy misy)** tanteraka maneran-tany. **14.** Tsy miova (akory) ny marina arakaraky ny fepetra.

**B.** **1.** Tsy **2.** Tsy *(misy)* **3.** Tsy *(mba)* **4.** Tsy nisy olona **5.** Tsy **6.** Tsy *(mba)* **7.** ...tsy *(tokony)* **8.** Tsisy olona...tsy

**C.** **1. Tsy...akory 2. Tsy...na oviana na oviana 3. Tsy...intsony 4. Tsy...na oviana na oviana / Tsy...na rahoviana na rahoviana 5. Tsy...na inona na inona**

**D.** **1.** Use only one "tsy" at the beginning of the sentence: *Tsy misy olona afaka manompo tompo roa.* **2.** *Tsy* is used to express **from (not) returning to God**: *Manakana antsika **tsy** hiverina amin'A[tra] ny tsy fankatoavana.* In Malagasy, the *tsy* is required to change **to return to God** to **from returning to God**. **3.** *Tsy* here should be used as **nobody**, requiring the use of the verb *misy* (remember that the verb can be contracted with *tsy* to form *tsisy*): *Tsisy olona tanteraka.* **4.** You need to use two *tsy* to make the sentence positive – *Tsy misy fakam-panahy ho azo zakain'ny olona.* **5.** The word *tsy* should be changed to *tsisy* in order to say, "there is **nothing**": *Tsisy zava-dehibe kokoa aminay noho ny fianakaviana.* **6.** You should use *na rahoviana na rahoviana* because the statement has not occurred yet: *Tsy tokony ho very finoana na rahoviana na rahoviana isika.* **7.** In order to infer **from returning**, *tsy* must be placed before *miverina.* - *Manakana anstika **tsy** hiverina amin'A[tra] ny fahafatesan'ny vatana.* **8.** Add *tsy* before the adjective to make the adjective negative: *Tsy misy olona tsy sarobidy amin'Andriamanitra.* **9.** *Tsy* is used here as **no** (church): *Nandritra ny apôstazia tsy nisy fiangonana nanana fahefana.* **10.** The double "tsy" changes the meaning of the sentence; it should only be used once at the beginning of the sentence – *Tsy ho very fitahiana ianao raha manaraka ny didy.*

**E.** **1. Tsy** misy fisalasalana amiko hoe marina ve ny fiangonana. **2.** Correct. **3.** Correct. **4.** Corect **5.** Fa maninona no **tsy** tanteraka ny adidintsika? **6.** Tsy manome didy ny Tompo raha **tsy** efa nanomana lalana. **7.** Tsy misy zavatra **tsy** azo raha manampy Andriamanitra. **8.** Correct **9. Tsy** mila atao batisa **(akory)** ny zazakely. **10.** Correct. **11. Tsy** nanana fahotana i Jesoa Kristy. **12.** Correct. **13.** Tsy misy zavatra ho azontsika raha **tsy** avy amin'ny alalan'ny Sorompanavotana **14.** Tsy hisy ho avotra mihitsy raha **tsy** noho i Jesoa Kristy..

**F.** Hebreo 5:4 – Ary tsy misy maka izany voninahitra izany ...; Amosa 3:7 – Tsy manao na inona na inona tokoa...; 1 Ne. 3:7 – ... satria fanatro fa tsy manome didy ho an'ny zanak'olombelona ny Tompo raha tsy efa ...; 2 Ne. 26:24 – Izy dia tsy manao na inona na inona afa-tsy izay ho .... Noho izany Izy dia tsy handray anajra amin'ny famonjeny...

## Review: State of Being

**A.** Ilay Raintsika any an-danitra **Andriamanitra**. Zanany **isika**. **Manana** vatana nofo sy taolana izay feno voninahitra sy tanteraka Izy. Tia antsika **Izy**. Miara-mitomany amintsika **Izy** rehefa mijaly isika. Faly Izy rehefa **manao** ny marina isika. Te-hifandray amintsika Izy ary afaka mifandray Aminy isika amin'ny alalan'ny vavaka avy amin'ny fo. Mino an'Andriamanitra **ve** ianao? Inona amin'ny fiainanao no **maneho** fa tia anao Andriamanitra?

**B.** **1.** Zanak'A[tra] **isika**. (Personal Pronouns) **2. Tsy** nanaraka ny mpaminany ny olona. (Negation) **3.** Misy Apôstazia **rehefa** lavin'ny olona ny mpaminany. (Asking Questions) **4.** Inona no **tsapanao** momba an'izany? (Asking Questions) **5. Tsapako** fa marina izany. (Topicalization) **6.** Tia **antsika** A[tra]. (Personal Pronouns) **7.** Correct (Topicalization) **8. Vonoin'**ny olon-dratsy Izy. (Topicalization) **9. Rahoviana** no hatao batisa ianao? (Asking Questions) **10.** Vonona hatao batisa **ve** ianao? (Asking Questions) **11.** Correct (Topicalization) **12.** Correct (Negation) **13.** Inona no **hataonao** raha voan'ny fakam-panahy? (Asking Questions) **14.** Zanak'A[tra] **isika**, ary afaka hiverina aminy. (Personal Pronouns) **15. Ianao** ve ny naman'i Frère Rasolondrainy? (Personal Pronouns) **16.** Niantso **ny Apôstôly** i Jesoa Kristy. (Topicalization) **17. Nahoana** no mila finoana an'i Jesoa Kristy isika? (Asking Questions) **18.** Mahafantatra **ny fomba ivavahana** ve ianareo? (Asking Questions) **19.** Correct (Negation) **20. Fantatro** fa tia antsika A[tra] sy Jesoa Kristy. (Topicalization) **21.** Zavatra **inoanao sy ny fianakavianao** ve izany? (Personal Pronouns) **22. Marina** ny Fiangonana. (Topicalization) **23.** Correct (Topicalization) **24.** Tsy maintsy manaraka **azy** isika. **or** tsy maintsy **arahintsika izy**. (depending on the topic) (Topicalization) **25. Tsy nisy** fiangonana marina eto an-tany. (Topicalization) **26.** Vita batisa **ve** ianao? (Asking Questions) **27.** Iza **no** namerina ny filazantsara? (Asking Questions) **28.** Ahoana no **hahafantaranao** momba ny fahamarinana? (Asking Questions) **29.** A[tra] Ô, mba tahio **izahay** amin'ny fanomezam-pahasoavana. (Topicalization) **30.** Correct (Topicalization)

**C.** **1.** izahay (exclusive) **2.** isika (inclusive) **3.** natsangan'ny olona (passive) **4.** Tsy miova (active) **5.** hanaja (active) **6.** toerana **7.** Aiza **8.** Tsy azoko (negation and passive) **9.** Tsy **10.** izaho sy ny namako **11.** Ianao **12.** Ianareo **13.** Tsy...intsony **14.** Aiza **15.** Misy (active) **16.** Fitahiana/Fahasoavana lehibe **17.** isika (inclusive) **18.** izahay (exclusive)

## 7. Possession and Agent Endings

**A.** **1.** zana**k' 2.** fianakavia**ntsika 3.** mpitarika **antsika 4.** didi**ny 5.** naman**ao 6.** hafat**ray 7.** fiangona**nay 8.** nama**ko 9.** an-trano**nao 10.** finoana**reo 11.** Fantatra**reo,** fiangona**nay 12.** rai**ny 13. An'ahy 14.** finoa**nareo 15. Antsika 16.** telefaonin**tsika 17. Anareo 18.** Adiresi**nareo 19.** Andraiki**tsika 20.** Safidi**nao 21. an'ahy 22.** Zana**kareo**

**B.** **1.** sitranin'i Kristy **2.** novonoin'ny olon-dratsy **3.** ahafantarantsika **4.** hamafisan'A[tra] **5.** tovintsika **6.** esorin'A[tra] **7.** ambaran'ny mpaminany **8.** torin'ny misionera **9.** asainay **10.** tianay

**C.** **1. An'iza** ny safidy malalaka nomen'A[tra] antsika? (Use *an'iza* for **whose**, not *iza* alone) **2.** Very ny boki**ko**. (The possessive/agent ending is used when saying **my book**, otherwise it would mean **me book**) **3.** Fitahiana ny fiainant**sika** (or fiainan**ay**). (The possessive/agent ending must be used, otherwise it would mean **blessings us**) **4.** Hampitomobo ny fijoroanay ho vavolombelona ny vavaka. (Possession is expressed on *fijoroana* when saying **our testimonies**) **5.** Amin'ny alalan'i Jesoa Kristy no hiverenan**tsika** any an-danitra. (The possessive/agent ending must be used, otherwise it would mean **return we** rather than **the way we return**) **6.** Ahoana no **ahafantaranao** fa marina... (When using the circumstantial voice the person doing the action should be attached to the verb using an agent ending.) **7.** Nitahy ny **fianakaviako**... (Remember to replace the weak ending with the possessive pronoun.) **8.** Fantat**rao** ve ny fiangonanay? (Be careful to add the correct possessive/agent ending rather than the direct object pronoun) **9.** Mankasitraka ny fitahia**nay**... (Be sure to clarify who the blessings belong to) **10.** Afaka manao lesona ao an-trano**nao** ve izahay? (Be sure to clarify who the house belongs to) **11. Mivavaka** amin'A[tra] **isika**, fa tsy amin'ny Mpamonjy. (Possessive/agent endings are never attached to active verbs) **12.** Efa **namaky** ny Bokin'i Môrmôna **aho**. (Possessive/agent endings are never attached to active verbs) **13. Zanak'Andriamanitra**... (When implying possession with **A[tra]** there is no need to add the preceding *i*.) **14. Tahian'A[tra] isika**... (Pay careful attention to the order. *Tahiantsika A[tra]* would imply **we bless God** rather than **God blesses us**.)

**D.** **1.** Correct **2.** Ohatra lehibe amiko ny rai**ko**. **3.** Manampy amin'ny fanapahan-kevi**ntsika** ny fanahy masina. **4.** Correct **5.** Miteny Anglisy koa ny eveka anay. **6.** Tokony hampitomboin**tsika** ny fitoriana ny filazantsara. **7.** Tsara raha manaraka ny hevitra nome**ny**. **8.** Correct **9.** Ity ny soratra masina farany tia**ko 10.** Mahazo mandray anjara amin'ny fialam-boly ve ny nama**ko**? **11.** Correct **12.** Amin'ny alahady ho avy ny batisa**ny**. **13.** Sarobidy ireo tenin'ny mpaminani**ntsika 14.** Correct **15. Hahazo** ny Fanomezana ny Fanahy Masina **ianao. 16. Nampianatra** azy ny Lesona Faharoa **izahay**.

**E.** **1.** fianakavianareo, ny anarako, ny vadinareo, ny zanakareo
**2.** sahanareo, fiompinareo, tranonareo, ankohonanareo, herin'ny fahavalonareo, fahavalon'ny fahamarinana, vokatry ny sahanareo, hahazaonareo, sahanareo, fanahinareo, efi-tranonareo, toera-miafinareo, an-tany foanareo, fonareo, fiadananareo, fiadanan'ireo

## 8. Articles

**A.** **1.** Iza **ny** anaranao? (The article *no* is not used because this question has no verb) **2.** Jesoa Kristy **no** Mpamonjy antsika. **3.** Iza **no** nitarika ny Fiangonan'i Kristy taorian'ny fahafatesan'ny apôstôly? **4.** Ahoana **no** ahafantaranao ny fahamarinan'ny Bokin'i Môrmôna? **5.** Ny Fiangonan'i Jesoa Kristy ho an'ny Olomasin'ny Andro Farany **no** hany fiangonana marina. **6.** Inona **no** inoanao? **7.** Nahoana **no** avelan'A$^{tra}$ ny zanany hijaly? **8.** Ny marina **no** hitoetra eo anatrehan'A$^{tra}$ mandrakizay. **9.** Ny batisa **no** vavahady tsy maintsy hidirantsika hahazoantsika ny fiainana mandrakizay. **10.** Aiza ianareo **no** mipetraka?

**B.** **1.** Manampy manatanjaka ny fijoroantsika ho vavolombelona **ny mamaky** ny soratra masina. **2.** Afaka hahatsapa ny fitaoman'ny Fanahy Masina bebe kokoa isika isaky **ny mifady hanina** am-pinoana. **3.** Ny atao hoe: "mamerina amin'ny laoniny" dia **ny mamerina** zavatra iray araka ny endriny tena izy. **4.** Anisan'ny andraikitry ny misionera **ny mijoro ho vavolombelona**. **5. Ny mampahafantatra** ny olom-belona ny sitrapon'Andriamanitra ny andraikitry ny mpaminany.

**C.** **1.** ny **2.** i **3.** x **4.** ny **5.** ny **6.** x **7.** ny **8.** ny **9.** x **10.** ilay **11.** ny **12.** ireo **13.** ny **14.** x **15.** ny **16.** ny

**D.** **1. Isaky ny** mandeha any am-piangonana aho... (Use *isaky ny* to say **each time**, not *isam-potoana*.) **2.** Mahazo ny **Fanomezana ny Fanahy Masina** aorian'ny batisantsika isika. (Adding *n'ny* to *fanomezana* would mean **the Holy Ghost's Gift**, not **the Gift of the Holy Ghost**.) **3.** Nisy fiangonana diso maro natsangana nandritra ny Apôstazia Lehibe. (Do not use *ny* when forming indefinite nouns.) **4.** Rehefa lavin'olona ny mpaminany dia avy ny apôstazia **iray**. (The *iray* signifies that the topic is indefinite. Note that the sentence says **an apostasy**.) **5.** Hisy fifaliana lehibe rehefa tonga indray ny Tompo. (No *ny* is needed after *misy* because topics used with *misy* are indefinite.) **6.** Afaka hiverina any amin'Andriamanitra ny olona rehetra raha mampihatra ilay sorompanavotana. (The article *i* is not used with titles.)

**E.** **1.** Iza **ny** anaranao? (The article *no* should not be used because this question has no verb.) **2.** Tsy mba miova **ny** fahamarinana. (The topic is always definite.) **3.** Correct **4.** Correct (*Jaona* here refers to the Book of John, not a person, which is why the article *ny* is used.) **5.** Mandeha an-tany hafa foana **ny** apôstoly. (The topic is always definite.) **6.** Manao ahoana **ilay** zaza marary? (The *ilay* refers to the sick child previously mentioned in conversation.) **7.** Fitsipika tena zava-dehibe **ny** fahafolonkarena. (The topic is always definite. *Fitsipika* here is not definite.) **8.** Antso avy amin'Andriamanitra **ny** asa misiônera. (The topic is always definite.)

**G.** In the following paragraphs the definite articles are **bolded**, and the indefinite article space is denoted by **( )**.

"**Ny** filazantsara naverina amin'**ny** laoniny dia mitondra ( ) fahasoavana sy manampy **ireo** mpivady, sy **ireo** ray aman-dreny sy zanaka, rehefa miezaka **ny** hanamafy **ny** fifandraisana sy hampitombo **ny** hery ara-panahy eo amin'**ny** fianakaviany izy ireo. Ireo fitahiana ireo dia mety azo amin'izao fotoana izao sy any amin'**ny** mandrakizay. **Ny** filazantsaran'**i** Jesoa Kristy dia manome ( ) fanampiana amin'**ireo** olana sy **ireo** fanamby misy amin'izao fotoana izao. Koa satria voatendrin'Andriamanitra **ny** fianakaviana, dia ( ) vondrona sôsialy manandanja indrindra amin'izao fotoana izao sy any amin'**ny** mandrakizay izy ireo. Nanorina **ny** fianakaviana Andriamanitra mba hitondràna ( ) fifaliana ho an'**ireo** zanany, mba hanomezana ( ) fahafahana azy ireo hianatra **ireo** fitsipika marina ao amin'**ny** toerana hanjakan'**ny** fitiavana, ary mba hanomanana azy ireo ho amin'**ny** fiainana mandrakizay.
**Ny** tokantrano **no** toerana tsara indrindra ampianarana sy ianarana ary ampiharana **ireo** fitsipiky ny filazantsaran'**i** Jesoa Kristy. **Ny** tokantrano izay mifototra amin'**ny** fitsipiky **ny** filazantsara dia ho ( ) toerana ( ) fialofana sy voaro. Ho ( ) toerana izay ahafahan'**ny** Fanahin'**ny** Tompo mitoetra izany, ka hitahy **ny** fianakaviana amin'**ny** fiadanana, fifaliana ary fahasambarana. Avy amin'**ny** alalan'**ny** mpaminany tamin'**ny** fotoana rehetra, ao anatin'izany koa **ny** antsika, **no** nanambaran'Andriamanitra **ny** drafitry **ny** fahasambarana ho an'**ny** olona tsirairay ary ho an'**ny** fianakaviana."

## 9. Adjectives and Adverbs

**A.** **1.** be finoana, *much faith* **2.** betsaka, *a lot* **3.** mahery vaika, *powerful* **4.** matanjaka, *strong* **5.** tsara, *good* **6.** be fitiavana, *loving* **7.** lehibe, *great* **8.** faly, *happy* **9.** fohy, *short* **10.** mivantana, *direct*

**B.** **1.** Olona tsara ny ray aman-drenin'i Nefia. **2.** Ngezabe ny fianakaviako. **3.** Mahazo fitahiana maro ireo izay mankato an'Andriamanitra. **4.** Olo-marina ny evekanay. **5.** Maty vady izy. (**or** Mpananotena izy.) **6.** Feno fitiavana ho an'ny zanak'A$^{tra}$ rehetra i Jesoa Kristy. **7.** Mila mampitombo faharetana lehibe ao amin'ny fiainantsika isika. **8.** Tokony hamaky kely avy ao amin'ny soratra masina farafahakeliny indray mandeha isan'andro isika. **9.** Manana faniriana matanjaka hizara ny filazantsara izy. **10.** Mila mivavaka amin-kitsimpo isika mba hahazoantsika fijoroana ho vavolombelona mahery vaika.

**C.** **1.** amin-kitsimpo **or** an-kitsimpo *(sincerely)* **2.** amim-pahatezerana **or** am-pahatezerana *(angrily)* **3.** amim-panetrentena **or** am-panetrentena *(humbly)* **4.** an-kafetsena *(cunningly)* **5.** amim-pandinihana **or** am-pandinihana *(thoughtfully)* **6.** amin-kery **or** an-kery *(powerfully)* **7.** amim-pitiavana **or** am-pitiavana *(lovingly)* **8.** amim-pifaliana **or** am-pifaliana *(joyfully)* **9.** amim-pahamarinana **or** am-pahamarinana *(truthfully, righteously, justly)* **10.** amim-pitsitsiana **or** am-pitsitsiana *(frugally)*

**D.** **1.** masina, lehibe, tsara, ara-panahy... **2.** mafy **3.** ratsy, sarotra... **4.** sarotra, marina, lava, tsara, mafy, mivantana, lehibe, masina... **5.** lava, mafy... **6.** tamim-panetrentena, sarotra... **7.** sarotra, tsara, masina, lava, lehibe... **8.** farany, sarotra... **9.** marina, sarotra, tsara, masina, ara-panahy... **10.** lava, sarotra, mivantana... **11.** lava, sarotra...

**E.** **1.** Fantatro fa **marina** ny Bokin'i Môrmôna. (The adjective is the predicate in this sentence.) **2.** Manana fijoroana ho vavolombelona **matanjaka** aho. (The adjective is placed after the noun it describes.) **3.** Misaotra **betsaka** noho ny fanampianao. (*Betsaka* means **a lot**, while *maro* means **many**. *Misaotra betsaka* here is the correct form of **thank you**.) **4.** Mpaminany **marina** i Joseph Smith. (The adjective is placed after the noun it describes.) **5. Be fitiavana** Andriamanitra. (The adjective is the predicate in this sentence.)

**F.** **1.** Correct **2. Mahafinaritra** ireo fitahiana azo rehefa manaraka an'Andriamanitra isika. **3.** Raha **marina** ny Bokin'i Môrmôna dia **marina** i Joseph Smith. **4.** Nampianatra olona **tena mazoto** izahay. **5.** Correct **6.** Correct **7.** Correct. **8.** Manao akanjo **fotsy tanteraka** rehefa atao batisa ianao. **9.** Correct **10.** Correct **11.** Correct **12.** Ray **feno/be** fitiavana Andriamanitra.

**G.** **1.** 3 Ne. 11:3: midridrodridro *(harsh)*, mafy *(loud)*, tony *(small [soft])*
2 Ne. 4:17: lehibe *(great)*, mahatalanjona *(marvelous)*, fadiranovana *(wretched)*, malahelo *(sad [sorroweth])*, ory *(miserable distressed [grieveth])*

## 10. Creating Nouns from Verbs

**A.** **1.** fahita *(a manner of seeing or something commonly seen)* **2.** famaky *(a way of cutting or an axe)* **3.** fihetsika *(a way of acting or behaviors)* **4.** fampiasa *(a way of using or something commonly used)* **5.** fanda *(a way of rejecting or someone who rejects)* **6.** fahary *(a way of creating)* **7.** famaly *(a way of answering)* **8.** fanadio *(a manner of cleaning or an tool used to clean)* **9.** fanala *(a way of removing)* **10.** fanoratra *(a manner of writing or one's handwriting)*

**B.** **1.** fijaliana *(suffering)* **2.** fijanonana *(stopping)* **3.** fanampiana *(help)* **4.** fankatoavana *(obedience)* **5.** fanasitranana *(healing)* **6.** fanatanterahana *(accomplishment or completion)* **7.** fanararaotana *(taking advantage of something)* **8.** fanaintainana *(suffering)* **9.** firoboroboana *(growth)* **10.** fieritreretana *(thought or thinking)* **11.** fahitana *(a vision)* **12.** famakiana *(reading - as in a commitment you extend)* **13.** fihetsehana *(behaviors/movement)* **14.** fampiasana *(use)* **15.** fandavana *(rejection)* **16.** fahariana *(creation)* **17.** famaliana *(revenge/arguing)* **18.** fanadiovana *(cleanliness)* **19.** fanalana *(removal)* **20.** fanoratana *(writing)*

**C.** **1.** noun *(possessions)* - manana *(to have)* **2.** verb *(to be that which makes something true)* - fahamarinana *(truth)* **3.** noun *(life)* - miaina *(to live)* **4.** verb *(to be that which makes something hard)* - fahasarotana *(difficulty)* **5.** verb *(to progress or move forward)* - fandrosoana *(progression)* **6.** noun *(intent)* - mikasa *(to intend)* **7.** noun *(revelation)* - manambara *(to reveal)* **8.** noun *(preaching)* - mitory *(to preach)* **9.** verb *(to look)* - fijerena *(a glance or look)* **10.** verb *(to lose)* - fahaverezana *(a state of being lost)*

**D.** **1.** faniriana **2.** faharetana **3.** fitahiana **4.** fahadiovana **5.** fiomanana **6.** fiadanana...fifaliana...fitiavana **7.** fiankinana **8.** fahatakarana

**E.** **1.** Fantatro fa **ny Mpamonjy ahy** i Jesoa Kristy. (The possessor receives the action of *mamonjy* - Jesus Christ saves me.) **2.** Amin'ny alalan'ny **fanarahana** ny filazantsara no ahatakarantsika ny fitsipika ao anatiny. (When used in a prepositional phrase, verbs take the gerund form.) **3.** Afaka haneho ny **fitiavantsika** an'Andriamanitra amin'ny alalan'ny **fankatoavana** ny didiny. (When used in a prepositional phrase, verbs take the gerund form.) **4. Mpitarika anay** amin'ny paroasy ny eveka. (The possessor receives the action of *mitarika* - The bishop leads us in the ward.) **5. Mpisava ny lalanay** i Jesoa Kristy. (Here, the possessor is not receiving the action of *misava lalana*, so the possessive ending is used.)

**F.** **1.** Correct. **2.** Manome **fitarihana** ny filazantsara. **3.** Mahazo ny **fanomezana** ny Fanahy Masina isika aorian'ny batisa. **4.** Correct **5.** Mitondra **fijaliana** ny fahotana. **6.** Nampiseho **fanajana** an'ny Rainy i Jesoa Kristy. **7.** Miteraka **fisintonana** ny fakam-panahy. **8.** Correct **9.** Manao **fampianarana** isan-tokantrano ny lehilahin'ny fisoronana. **10.** Tsy tokony hanana eritreritry ny **fitsiriritana** ny fananan'ny olon-kafa isika.

**G.** fifandraisana (relationship), fitarihana (guidance), finoantsika (our faith), fianarana (learning), finoana (faith), fankatoavana (obedience), fahazotoana (diligence), fahamarinana (truth), fanambarana (revelation), filazantsara (gospel), finoana (faith), fanomezana (gift), fianarana (learning), fiainana (life), filazantsara (gospel)

**H.** Alma 32:21: finoana (faith), finoana (faith), fananana (having), fahalalana (knowledge), finoana (faith)
James 1:22-27: mpankato (doer/obeyer), mpihaino (listener/hearer), mpihaino (listener/hearer), mpankato (doer/obeyer), fitaratra (mirror), fahafahana (liberty/opportunity), mpihaino (listener/hearer), mpanao (doer), mpivavaka (a religious person), fivavahana (religion), mpitondra-tena (widows), fahoriana (affliction)

## 11. Demonstratives

**A.** **1.** ity...ity (this); ireny...ireny (these) **2.** ireny...ireny (that) **3.** Iny...iny (that) **4.** Ity...ity (this) **5.** Ireto...ireto (these) **6.** Ireto...ireto (those) **7.** Ireto..ireto (those) **8.** Izany...izany (that)

**B.** **1.** ireto...ireto **2.** ity...ity **or** izao...izao **3.** izao...izao **or** ity...ity **4.** ireto...ireto **5.** ireto...ireto **6.** ireo...ireo **or** ireny...ireny **7.** Ity **8.** izany **9.** Izao **10.** Izany **11.** izany **12.** ity

**C.** **1. Ity** no bokiko. (Left alone it meant "this my book") **2.** Namaky **ireto** lahateny **ireto** izahay. (*ity* means **this**, *ireto* is plural **these**) **3.** Mandeha amin'**iny** taxibe **iny** ny misionera hankany. (*io* does not imply that the taxibe is moving while *iny* does) **4.** Malalaka ve ianareo **izao**? (*ity* does not express time) **5.** Maro ny mpikambana eran'**izao** tontolo **izao**. (*ity* does not express situation of place

as *izao* does) **6.** Fantatro **fa** marina ny Fiangonana. (In this case the demonstrative should not be used) **7. ...**ny fiangonana **izay** tokony hidirany... (This phrase is actually a relative clause, so the demonstrative *izany* is actually not even needed.) **8.** Nahoana **izany** no manan-danja? (Only one *izany* is necessary because it is acting as a pronoun.) **9. ...**mpaminany **izay** mitarika ny Fiangonana... (This phrase is actually a relative clause, so the demonstrative *izany* is actually not even needed.) **10.** Fantatro f**a** marina ny Bokin'i Môrmôna. (Rather than the demonstrative, the conjunction *fa* should be used here. No demonstrative is needed.)

**D.** **1.** Antsoina hoe Ny Tenin'ny Fahendrena **ity** didy **ity**. **2**. **Izao** no lazain'ny mpaminany Joseph Smith, hoe... **3**. Correct **4**. Nijaly ny olon'ny Fiangonana tamin'**izany** fotoana **izany**. **5**. i Joseph Smith no anaran'izany mpaminany izany. **6**. Correct **7**. Mety ho fitahianareo ireo raha mankato ianareo. **8**. Correct **9.** Henonao ve **izany** feo tony sy malefaka **izany**? **1**0. Correct

## 12. Compound Words and Letter Changes

**A.** **1.** saro-kenatra **2.** mitoe-jaza **3.** mpitari-dalana **4.** ara-panahy **5.** manan-janaka **6.** tsy manan-tsiny **7.** olon-drehetra **8.** fakam-panahy **9.** famindram-po **10.** ara-bola **11.** sorompanavotana (also seen as sorom-panavotana) **12.** mpanolo-tsaina

**B.** **1.** Ny Mpamonjy dia nanome **fahafaham-po** ny fitakian'ny fahamarinana ho an'ireo izay mibebaka amin'ny fahotany. **2.** Tsy maintsy mampiseho fa manaiky an'i Kristy ary **manam-pinoana** Azy isika amin'ny alalan'ny fitandremana ny didiny. **3.** Ny **fanekempihavanana** dia fifanekena mamatotra sy **manan-danja** eo amin'Andriamanitra sy ny olona iray. **4.** Ireo olona hatao batisa dia tsy maintsy manaja ny lalàn'ny **fahadiovam-pitondrantena**. **5.** Ny lalàn'ny **fahafolonkarena** dia manome fahafahana antsika hanampy amin'ny fananganana ny fanjakany. **6.** Noho izany **fandavan-tena** izany dia afaka misolo vava ho antsika eo anatrehan'ny Ray i Kristy. **7.** Amin'ny alalan'ny **famindram-po**n'i Kristy ihany no ahafahantsika miverina **miara-miaina** amin'Andriamanitra. **8.** Rehefa mivavaka **am-pinoana** sy **amin-kitsimpo** isika dia hahita ny fitarihan'Andriamanitra eo amin'ny fiainantsika. **9.** Tsy tokony handray **zava-mahadomelina** manimba, amin'ny endriny rehetra isika. **10.** Entanina isika mba ho faran'izay **hahalala-tanana** arak'izay vitan'ny eo **am-pelantanantsika**.

**C.** **1.** misaintsaina (*misaina* has the *-na* cut off and the root *saina* must have *t-* added to it to make the "s" sound pure) **2.** olon-drehetra (the *-na* weak ending of *olona* is cut of, then an *-n* must be added to lead into the *-dr-* sound) **3.** fahafolon-karena **or** fahafolonkarena (Apostrophies imply possession; a hyphen must be used instead.) **4.** fifadian-kanina (Because the next word begins with *k-* and fifadiana ends with *-na,* an *-n* must be added to lead into the next word.) **5.** zava-dehibe (The *-n* added to *zava-* is not essential because *-tra* weak endings are cut of and left blank.) **6.** vidin-tsakafo (A *t-* must be added to *sakafo* to change the *s-* to a pure sound.) **7.** fikorotanan-tsaina (One too many of the *-na* endings was cut off.) **8.** manan-jafikely (The *z-* on *zafikely* must be changed to *j-* to make the sound pure.)

**D.** **1.** a**m-p**inoana **2.** fahazoa**n-d**alana **3.** ara**-b**akiteny **4.** ara-**p**otoana **5.** fitenena**n-**dratsy **6.** famela**n-**keloka **7.** toera**m-p**ianarana **8.** fotoa**m**-bavaka **9.** tsy manan-**ts**iny (The sound *ts* is already considered "pure" and does not need to be changed.) **10.** fitondran-**t**ena (The sound *t* is already considered "pure" and does not need to be changed.) **11.** correct **12.** correct

**E.** filazantsara (filazana tsara), lahitokana (lahy tokana), famindram-po (famindrana fo), miara-miaina (miaraka miaina), An-danitra (ana lanitra), Sorompanavotana (sorona fanavotana), An-danitra (ana lanitra), manam-pinoana (manana finoana), amin-kitsimpo (amin'ny hitsiny fo), arak'izay (araka izay), am-pinoana (amin'ny finoana), fakam-panahy (fakana fanahy), Fahafolonkarena (fahafolo harena), ara-panahy (araka fanahy), tenin'Andriamanitra (teny Andriamanitra), tenin'Andriamanitra (teny Andriamanitra), ara-batana (araka vatana), ara-panahy (araka fanahy)

**F.** Alma 7:11: **isan-karazany**, all kinds (**isaky ny karazany**, each kind)

Alma 7:12: **famindram-po**, mercy (**famindrana fo**, movement of the heart)

Alma 7:13: **zava-drehetra**, everything (**zavatra rehetra**, all things); **fandikan-dalàna**, transgression (**fandikana lalàna**, trespassing of the law)

## 13. Relative Clauses

**A.** **1.** Passive **2**. Active 3. Passive **4**. Active **5.** Circumstantial **6.** Passive **7.** Circumstantial **8.** Passive **9.** Active **10.** Circumstantial

**B.** **1.** ny vatana [izay] feno voninahitra (no verb) **2.** ny misionera [izay] mampianatra isanandro (active) **3.** tokantrano [izay] vaorina amin'ny fitsipiky ny filazantsara (passive) **4.** toerana [izay] ipetrahan'ny Fanahy Masina (circumstantial) 5. ny mpaminany [izay] nomen'Andriamanitra ny fisoronana (passive) **6.** ireo [izay] fidin'Andriamanitra (passive) **7.** ny fitsipika [izay] eritreretinao (passive) **8.** ny toerana [izay] ahitana azy. (circumstantial) **9.** ny zavatra [izay] ilaintsika hatao (passive) **10**. ny fotoana [izay] iainantsika (circumstantial)

**D.** **1.** ...ny filazantsara izay **nambaran'i Jesoa Kristy**... (The gospel is the topic of this relative clause and it is receiving the action, so the verb should be in passive voice; Jesus is the agent so He is attached to the verb.) **2.** ...ny drafitra izay **omanin'A**[tra] ho antsika... (The plan is the topic, and it is receiving the action, so the verb should be passive; God is the agent and should be attached to the verb.) **3.** Hotsaraina araka ny asa **izay** nataontsika isika. (*Fa* is a conjunction and should not be used this way in a relative clause; rather, *izay* should be used.) **4.** ...ny fomba **izay** tokony hivavahantsika... (*Izany* is a demonstrative and should not be used this way in a relative clause; rather, *izay* should be used.) **5.** ...ny lalala **hiverenantsika** amin'Andriamanitra... (The way/path is the topic of the sentence, and it is an instrument whereby we can return to God, so the circumstantial verb

should be used; we are the agent and should be attached to the verb.) **6.** ...ny zavatra izay **nolazainay**... (The things are the topic, and they were receiving the action of "being said" rather than "saying"; the passive voice should be used with us as the agent ending.) **7.** ...ny naman'ny fiangonana izay m**ivoatra**... (The investigator is the topic, and they were doing the action; the voice should be active rather than circumstantial.) **8.** Hotsaraina araka ny asa izay **ataontsika** isika. (The work is the topic, and it is receiving the action of "being done" so the verb should be passive.) **9.** Misy mpaminany **izay** mitarika ny Fiangonana ankehitriny. (*Izany* is a demonstrative and should not be used in a relative clause this way; rather, *izay* should be used.) **10.** This is not actually a relative clause; missionaries often confuse any sentence with the word "that" to be relative clauses.

**E.** **1.** ...izay mampianatra... **2.** Correct **3.** ...izay nantsoina... **4**. ...izay nanaovany... **5.** ...izay manana... **6**. ...izay nantsoin'Andriamanitra **7.** Correct **8**. ...ny fomba izay ibebahantsika 9. Correct **10**. ...izay anananao

**F.** zavatra izay hatrany am-piandohana, zavatra (same one as before)...izay voatendrin'ny Ray, ny Zanany Lahitokana izay tao an-tratran'ny Ray, ny fanambarana izay ataonay, ny Zanaka izay hitanay, ny asa...izay efa notendren'ny Tompo, ny andininy...izay nomena anay

**G.** ...izay hahatsotra ny fahazoan'ireo... this refers to what you can do and it is active because what you do is what makes it simple

## Review: Describing Objects and People

**A.** Ny ***fomba lehibe*** iray hanehoan'Andriamanitra ny fitiavany antsika dia amin'ny alalan'ny ***fiantsoana*** mpaminany, ***izay*** nomena ny fisoronana—ny hery sy fahefana ***izay*** nomena ny olona hiasàna amin'ny anaran'Andriamanitra mba ho famonjena ireo zanany. ***Zava-dehibe*** ho an'ny fandrosoantsika eto an-tany ***izany*** hery sy fahefana ***izany***. Mandray ny filazantsaran'i Jesoa Kristy avy amin'ny alalan'ny ***fanambarana*** ny mpaminany. Avy eo izy ireo dia mampianatra ny filazantsara amin'ny hafa sy mijoro ho ***vavolombelona*** an'i Jesoa Kristy ho Mpamonjy sy Mpanavotra. Ny ***fampianaran***'ireo mpaminany dia hita ao anatin'ireo ***boky masina*** antsoina hoe soratra masina.

**B.** Ho valin'ny vavaka ***ataontsika*** dia hampianatra ny ***fahamarinana*** antsika ny Fanahy Masina amin'ny alalan'ny fahatsapantsika sy ny eritrerintsika. ***Ny fahatsapana*** avy amin'ny Fanahy Masina dia mahery, nefa koa ***mazàna dia malefaka sy tony*** izy ireo. Rehefa manomboka mahatsapa isika fa ***marina*** ny zavatra ***izay*** ianarantsika dia haniry ny hahalala izay rehetra tratrantsika momba ny Famerenana amin'ny laoniny isika. ***Ny fahafantarana*** fa ***marina*** ny Bokin'i Môrmôna dia mitondra any amin'ny fahalalana fa voantso ho mpaminany i Joseph Smith ary naverina tamin'ny laoniny tamin'ny alalany ny filazantsaran'i Jesoa Kristy.

**C.** **1.** Ahitana ny fikarakarana ny mahantra **ny** finoana marina. (Articles) **2.** Famantaran'ny fanekena **atỳ ivelany** ny ôrdônansy. (Adjectives) **3.** Ampiasaina amin'ny **fananganana** ny fiangonana ny vola. (Creating Nouns from Verbs: Gerunds) **4.** Zava-dehibe ao amin'ny fivoarantsika **izany** fitsipika **izany**. (Demonstratives) **5. Hisaintsaina** momba ny hafatray ve ianareo? (Compound Words and Letter Changes) **6.** Hotahiana ireo **izay** mankato ny didy. (Relative Clauses) **7.** Hihoatra ny mety ho takatrao ny fitahiana **[izay] ho azonao**. (Relative Clauses) **8.** Mpaminany izay **niaina** tamin'ny 200 taona lasa i Joseph. (Relative Clauses) **9.** Tsy maintsy manam-bady **ara-dalàna** vao hatao batisa izy. **10.** Mila torohevitra amin'ny **fampiasana** mpikambana isika. (Creating Nouns from Verbs: Gerunds) **11.** Hita taratra amin'ny asa ataonao **ny** finoanao an'i Kristy. (Articles) **12.** Mila **ny** finoana an'i Kristy isika mba hahomby. (Articles) **13.** Mampiseho ny finoantsika isika amin'ny **fitandremana** ny didy. (Creating Nouns from Verbs) **14.** Handray ny fanasan'ny Tompo ireo mpikambana **mendrika**. (Adjectives and Adverbs) **15.** Tokony hanao ny batisa ireo **izay** mihazona ny fisoronana. (Relative Clauses) **16. Io** ôrdônansy **io** dia lalàn'Andriamanitra. (Demonstratives) **17.** Mila handray ny fanekena **am-pahamendrehana** isika. (Adjectives and Adverbs) **18.** Ary avy eo mila miezaka ny **mitandrina** izy ireo isika. (Creating Nouns from Verbs) **19.** Rehefa mankato isika, dia mitandrina ny **famelan-keloka**. (both Creating Nouns from Verbs and Compound Words and Letter Changes) **20.** Mila ny **fanoloran-tena** hanomboka fiainana vaovao isika. (Compound Words and Letter Changes) **21.** Mampanantena isika fa hahatsiaro **mandrakariva** Azy. (Adjectives and Adverbs) **22.** Mampanantena koa isika fa hitondra **ny** anaran'i Jesoa Kristy. (Articles) **23.** Ny batisa dia ôrdônansy tena ilaina ho amin'ny **famonjena**. (Creating Nouns from Verbs) **24.** Tsy ny dingana **farany** amin'ny fiainantsika ny batisa. (Adjectives and Adverbs) **25.** Vao manomboka fiainana **ara-panahy** vaovao isika. (Compound Words and Letter Changes) **26.** Ny dingana **manaraka** dia ny fandraisana ho mpikambana. (Adjectives and Adverbs) **27.** Mandray **ny** Fanomezana ny Fanahy Masina amin'izay isika. (Articles) **28.** Omena izany amin'ny alalan'ny **fametrahan-tanana**. (Creating Nouns from Verbs: Gerunds, see Compound Words and Letter Changes for questions about spelling) **29.** Ny Fisoronana Melkizedeka no hery **hanomezana** an'izany. (Relative Clauses) **30.** Hanana ny Fanahy ho namana hatrany ny olona **mendrika**. (Adjectives and Adverbs) **31.** Fanomezana lehibe izany fiarahana **izany**. (Demonstratives) **32.** Manamasina sy manadio antsika **ny** Fanahy Masina. (Articles) **33.** Mankahery antsika Izy mandritra ny **fotoam-pitsapana**. (Compound Words and Letter Changes) **34.** Nitahy ny fiainako tamin'ny alalan'ny **fampiononana** Izy. (Creating Nouns from Verbs: Gerunds)

**D.** **1.** Tena zava-dehibe ny finoana matanjaka. **2.** Fantatro fa marina ny Fiangonana. **3.** Hifampiresaka momba ny fibebahana isika. **4.** Miresaka momba ny faharetana itỳ andalan-tsoratra itỳ. **5.** Ny eveka, izay mpitariky ny paroasy, dia mipetraka atsy akaiky. **6.** Zanak'A$^{tra}$ ny olona [izay] ifampiresahantsika. **7.** Ny fitsipika faharoan'ny filazantsara ny fibebahana. **8.** Ny mpaminany, izay mahazo fanambarana, dia miteny amintsika. **9.** Fitsipika manan-danja itỳ. **10.** Saro-bidy amiko ny batisako. **11.** Fanontaniana tsara izany. **12.** Ireo izay mankato no hahazo fitahiana. **13.** Misionèra mazoto izy. **14.** Zava-dehibe ny asa ataontsika. **15.** Boky marina itỳ. **16.** Mampianatra ny fahamarinana ny mpaminany. **17.** Fomba ahafahanao hiresaka amin'A$^{tra}$ ny vavaka. **18.** Olona mahafinaritra ny eveka. **19.** Miray bebe kokoa ny fianakaviako noho ny filazantsara. **20.** Tena zava-dehibe amin'A$^{tra}$ ny fianakaviana.

## 14. Expressing Desire

**A.** **1.** Tena tiako **ny filazantsara**. **2.** Tianay **ny hahatongavan'ny olona maro** kokoa amin'ny atrik'asa. **3.** Tianay **ny hahazoanareo** ny fahalalana sahala aminay. **4.** Tiako **ny tenin'Andriamanitra**. **5.** Maniry ny hiaraka amin'Andriamanitra ve **ianao** any aorian'ity fiainana ity? **6.** Te-handalo any aminareo amin'ny Alarobia **izahay**. **7.** Tianay **ny miara-miasa** amin'ny mpikambana. **8.** Maniry ny hianatra ny Soratra Masina tsianjery **aho**. **9.** Tian'i Satana ho ory tahaka azy **ny olona**. **10.** Tianao ve **ny mivavaka** sahala amin'ny nataonao taloha? **11.** Tian'Andriamanitra **ny olona ankehitriny** sahala amin'ny fahagolan-tany (amin'ny andro taloha). **12.** Tian'Andriamanitra **ianao**. **13.** Naniry ny handeha tany amin'ny tany nampanantenaina **i Nefia**. **14.** Tsy naniry ny handeha tahaka an'i (sahala amin'i) Nefia **i Lamana sy i Lemoela**. **15.** Tianao **ny ho atao batisa** sahala amin'izay nasehoan'ny Mpamonjy? **16.** Maniry ny famonjena ny fanahy **aho** amin'ny maha-misiônera ahy.

**B.** **1. Te**-hanampy anareo izahay**. 2. Tianay** ny hamaky ny Bokin'i Môrmôna isan'andro ianao. **3.** Tsy **tian**'i Lamana ny fitarihan'i Lehia. **4.** Io ilay zavatra **tiako**. **5.** Tsy **tian**'Andriamanitra hijaly isika. **6. Tiako** ny mamaky ny fampianaran'ny Mpamonjy. **7. Tiako** ny manomana ho an'ny fivoriam-paritra. **8. Tianay** ianareo.

**C.** **1.** Te-hihaona aminay izy amin'ny Zoma manaraka. (To express a desire for another person to do something, be sure to follow the structures outlined in the chapter, paying attention to topicalization.) **2.** Tia antsika ho faly Andriamanitra. (The incorrect sentence means **We want God to be happy**. Pay attention to topicalization and usage of agent endings.) **3.** Tia anareo ho avy hiara-hiangona aminay izahay. (*Te-* is used with a future verb, not in front of an object.) **4.** Maniry ny hatao batisa izy. (The verb must be in the passive tense because she is receiving the action of the verb.) **5.** Tia antsika Andriamanitra. (*Te-* is used with a future verb, not in front of an object.) **6.** Tianay ny hahatakaraneo ny zavatra ampianarinay. (The incorrect sentence means **You want us to understand what we are teaching**. Be careful with the agent endings.) **7.** Te-hampianarinareo bebe kokoa izahay. (The incorrect sentence means **I want to teach you more**. Again, be careful with agent endings and direct objects.) **8.** Tianay ny hahatongavanareo amin'ny takarivam-pianakavy. (Be careful with agent endings and direct objects. The incorrect sentence actually means **Coming to family home evening loves us**. The verb *tia* here should have an agent ending.)

**D.** **1.** Tiako ny Mpamonjy. **2.** Andalan-tsoratra masina tena tiako ny Almà 32:21. **3.** Correct **4.** Correct **5.** Tian'A$^{tra}$ ny zanany rehetra. **6.** Tiako raha hampianarin'ny misionera ianao. **7.** Ny bokin'i Almà no tiako indrindra. **8.** Te-handalo any aminareo izahay. **9.** Tiany nahita ny fiangonana marina. **10.** Io fanoharana io no fanoharana tiako indrindra.

**F.** Alma 1:6: ...tiako ny hahatsiarovanareo fa ireny teny ireny dia marina...
Alma 1:7: ...tiako ny hahatsiarovanareo ny hanadihady azy ireny amim-pahazotoana tokoa...
...tiako ny hitandremanareo ny didin'Andriamanitra...

## 15. Commands

**A.** **1.** hano, mihinàna, aza mihinana **2.** tenèno, mitenèna, aza miteny **3.** alehano/ndao, mandehàna, aza mandeha **4.** rosòy/arosoy, mandrosòa, aza mandroso **5.** (*none*), matorìa, aza matory

**B.** **1.** omèo **2.** omàno **3.** ampianàro **4.** ezàho **5.** vakiò **6.** aràho **7.** tsidìho **8.** ampiasào **9.** henòy **10.** fidiò

**C.** **1.** Anontaniò Andriamanitra raha marina ilay izy. **2.** Mba vakìo (kely azafady). **3.** Aza kivy. **4.** Aza mino ny teninay ihany. **5.** Torìo ny Filazantsarako. **6.** Mba omeo ny sira (kely) azafady. **7.** Aza mijangajanga. **8.** Mba mivavaha (kely) amin-kitsimpo amin'Andriamanitra.

**D.** **1.** Aza **miteny** Anglisy. (*Aza* uses the active voice of the verb.) **2.** Teneno **izy** momba ny atrik'asa. (The passive commands use the subject pronoun.) **3.** Hoy ny mpaminany hoe "**Mibebaha** ianareo." (Verbs ending in *-ka* have a spelling change when forming the active command.) **4.** Azafady, mba **zarào** ny zavatra tsapanao. (*Mizara* is the active verb and does not function as a command alone.) **5.** Tadidio **aho** rehefa mivavaka. (The passive commands use the subject pronoun.) **6.** Aza **miteny** an'izany aminay. (*Aza* uses the active voice of the verb.) **7.** Mangataha **an'A$^{tra}$** raha marina na diso ny Bokin'i Môrmôna. (The active commands use the direct object.) **8. Mandehàna** any am-piangonana amin'ny folo. (*Mandeha* is the active verb and does not function as a command alone.) **9. Aza** misaraka amin'ny namanao. (*Tsy* means **not**; the negative command is formed by placing *aza* in front of an active verb.) **10. Tsy** miasa isaky ny Alatsinainy maraina ny misionera. (*Aza* means **do not**; the sentence should be negated by placing *tsy* in front of the active verb.)

**E.** **1.** Correct **2. Manàna** finoana fa hamaly vavaka Andriamanitra. **3.** Lazao **izahay** ny olana anananao. **4.** Correct **5.** Correct **6.** Aza **manapa-kevitra** aloha loatra. **7.** Mba **soraty** ny fanontaniana misy aminao. **8.** Teneno **izahay** amin'ny firy marina ny fotoana. **9.** Correct **10.** Aza misalasala fa **mirosòa** am-pinoana. **11.** Correct **12.** Mba **sokafy** ny bokinao.

**G.** **1. F sy F 45:3–5** – Henoy, tsimbino; **1 Nefia 7:12** – aoka isika ho mahatoky; **Môrônia 7:33–34** – mibebaha, mankanesa, aoka atao batisa; **F sy F 18:10** – Tadidio

**2.** Note: **3 Nefia 13:6** – midira, mivavaha; **F sy F 1:37** – Diniho, mahatoky; **F sy F 33:8–10** – Sokafy, sokay, aza mitsitsy, sokafy, mibebaha, mibebaha; **F sy F 88:63** – Manakaikeza, tadiavo, mangataha, dondòny; **F sy F 88:119** – Mifandamìna, omano, manorena; **Jakòba 2:18** – katsahonareo; **Môsià 4:2** – mamindrà fo, ampiharo

## Review: Expressing Desire, Need, and Preference

**A.** Tianay **ianareo**. Tia anareo ho faly izahay. **Te-hanampy** anareo hahatakatra ny **fitiavan'Atra** ho anareo izahay. Mba ahafahanay hanampy anareo, te-ho avy atỳ izahay mba hizara bebe kokoa momba an'izany. Raha mety aminareo izany, dia **te-handalo** indroa isan-kerinandro izahay. Hampianatra izahay fa **tia** anareo hiverina any Aminy Atra; Tiany ny hahatongavanareo

ho toy Azy. Hampianatra koa izahay fa nalefan'Atra teto ambonin'ny tany ny Zanany izay tena **Tiany** mba hamonjy antsika amin'ny ota, sy amin'ny fahasarotana. Ho **tianareo** ve izany? Te-hampianarinay ve ianareo? Rahoviana no tianareo ny handalovanay?

**B.** **Mba vakio** ireto andalan-tsoratra masina ireto alohan'ny famangianay manaraka. Rehefa **hamaky** ianao, dia mba **jereo** ny valin'ny fanontaniana hoe: Inona no mahazavadehibe ny vavolombelona manokana fa marina ny Bokin'i Môrmôna? **Diniho** raha misy fiantraikany amin'ny tokony ho ataonao ny valiny. Avy eo dia **mangataha** amin'Atra, ary **aza** matahotra ny valiny, fa **mazotoa** mankato ny toro-lalana azonao. Rehefa hiverina izahay, dia mba **lazao** ny fahatsapanao sy ny valin'ny Fanahy.

**C.** **1.** Mba **zarao** ny traikefanao, azafady. (Passive Commands) **2.** Iza no **tianao** hitarika ny vavaka? (Expressing Desire: *Tia* as a Passive Verb) **3. Tadiavo** ny fahamarinana. (Passive Commands) **4. Iasao** ny fahazotoana. (Circumstantial Commands) **5. Tsy** fantatro izany. (Active Commands: Negative and Affirmative Commands) **6. Te-hampianatra** ny Fahitana Voalohany aho. (Using the Infix *-te-*) **7. Soava** mandry. (Adjective Commands) **8. Mazotoa** amin'ny asan'ny Tompo! (Adjective Commands) **9. Aza** kivy noho ny zavatra sarotra. (Active Commands: Negative and Affirmative Commands) **10. Tia** antsika ho faly **A$^{tra}$.** (*Tia* as an Active Verb)

**D.** **1.** Mba vakio toko anankiroa anio alina. **2.** Tiako ny mahita tempoly. **3.** Te-hizara ny fijoroako ho vavolombelona. **4.** Tiako be ity toko ity. **5.** Tian'A$^{tra}$ hahazo fitahiana ianao. **6.** Tiako ny mamaky ireto toko ireto. **7.** Saintsaino kely ny momba ny fitiavan'A$^{tra}$ anao. **8.** Te-hitahy ny zanany A$^{tra}$. **9.** Alalino ireto andalin-tsoratra masina ireto alohan'ny fotoantsika manaraka. **10.** Tianay hamaky ireto toko ireto ianao.

**E.** 1. milà hevitra, mandria, aoka (not technically an imperative, but used as "let/allow" in this case)

## 16. Active Voice

**A.** *For the following answers, the transitive verb is listed first and the intransitive second:* **1**. mametraka (to set/place), mipetraka (to sit) **2**. manova (to change something), miova (to change on its own) **3**. mamoha (to wake something up), mivoha (to be open) **4**. mamatotra (to bind), mifatotra (to be tied up) **5**. mananatra (to chastise), mianatra (to learn) **6**. manokatra (to open), misokatra (to be open) **7**. maneho (to show), miseho (to appear) **8.** mamehy (to seal), mifehy (to be sealed)

**B.** **1.** mamerimberina (*transitive*: to repeat over and over again) **2.** miverimberina (*intransitive:* to repeat over and over again) **3.** mamakivaky (to pass through) **4.** mahafantapantatra (to know a little about something) **5.** mametrapetraka (to set up a meeting with someone and not show up) **6.** mipetrapetraka (to sit around) **7.** mandehandeha (to wander) **8.** mitsangantsangana (to go on vacation/to go for a walk)

**C.** **1.** Mitory ny filazantsara izahay. **2.** Nanao fahagagana maro i Jesoa Kristy. **3.** Nahatsapa ny Fanahy Masina aho. **4.** Niseho tamin'i Joseph Smith Andriamanitra sy Jesoa Kristy. **5.** Naneho ny takela-bolamena tamin'i Joseph Smith i Môrônia. **6.** Ho avy any am-piangonana ve ianao?

**D.** **1. Nanova** ny fon'ny olona ny Fanahy Masina. (The verb needs to be transitive because it has an object.) **2. Te-hiverina** any amin'A$^{tra}$ aho. (The verb needs to be in its intransitive form because it needs no object; *I* am returning to God on my own, not being returned to God.) **3. Niseho** tamin'i Joseph Smith A$^{tra}$ sy Jesoa Kristy. (The verb needs to be intransitive because it has no object.) **4. Handeha** any am-piangonana rahampitso aho. (The verb should be in the future tense. Note the word *rahampitso.*) **5. Miverimberina** ny apôstazia ao amin'ny Baiboly. (The verb should be intransitive because it has no object.) **6. Namerina** ny filazantsara i Joseph Smith. (The verb should be transitive because it has an object.) **7. Ho faty** isika rehetra rehefa mifarana ity fiainana ity. (*Faty* here acts as an adjective/noun. To put that in the future tense, *ho* must be added. See "Adjectives and Adverbs" for an explanation.) **8. Tia** ny fampianaran'ny misionera izy. (The verb *tia* does not have a past tense. See "Expressing Desire" for more information.) **9. Maty** ho antsika i Jesoa Kristy. (The verb *maty* does not have a past tense; this is determined from context.) **10. Tonga** omaly ny taratasy. (*Tonga* does not have a past tense.)

**E.** **1.** Correct. **2. Nanohitra** ny fahamarinana ireo olon-dratsy taloha. **3.** Mila **hiomana** tsara ho an'ny lesona isika. **4.** Correct **5. Hahafantatra** ny fahamarinany ianao raha hivavaka. **6.** Correct **7. Nanao** fahagagana maro ny Tompo. **8. Manoratra** ny fanambaran'izy ireo ny mpaminany. **9. Tsy maintsy** mandeha izahay. (The verb *manana* means **to have or possess**; when saying **to have to do something**, use *tsy maintsy*. This does not have a future or past tense.) **10. Efa nahita** azy taloha aho. (The verb *manana* means **to have or possess**; when saying **to have done something**, use *efa* with a verb in the past tense.)

**F.** Almà 7:11-13: haka, mamaha, mamatotra, haka, hahatonga, mahalala, miaritra, maka, mamafa

## 17. Passive Voice

**A.** **1.** eritreretina **2.** santarina **3**. lalaovina **4.** aseho **5**. ampianarina **6.** arahina **7**. averina **8**. soloina **9.** vonoina **10**. inoana **11**. vakina **12**. ezahina **13**. apetraka **14**. atsangana **15**. azo **16**. tompoina **17**. orohana **18**. diovina **19**. ampiana **20**. hita

**B.** **1.** Ianarantsika ny fahamarinana amin'ny alalan'ny Fanahy Masina. **2.** Fantatro fa velona Andriamanitra. **3.** Nalefan'Andriamanitra i Jesoa Kristy teto an-tany. **4**. Nomen'Andriamanitra antsika ny didy hiarovana antsika. **5**. Afaka avela ny fahotantsika. **6.** Hotsarain'Andriamanitra araka ny asantsika isika. **7.** Nolavin'ny olona ny mpaminany. **8**. Voadion'ny fibebahana ny fahotantsika. **9.** Tokony ho tsapantsika ny alahelo araka an'Andriamanitra noho ny otantsika. **10**. Hovain'ny sorompanavotana ny fahalemenantsika.

**C.** **1.** Nodikan'i Joseph Smith ny Bokin'i Môrmôna. **2**. Soratan'ny mpaminany ny tenin'ny Tompo. **3.** Ahosony ny lohany ny menaka. **4.** Hitan'i Joseph Smith i Jesoa Kristy. **5.** Aroson'ny mpikambana ny misionera ny sakafo. **6.** Rosoan'ny namana sakafo ny misionera. **7.** Hosoran'ny misionera ny lohany. **8.** Ampian'ny Tompo antsika hankato. **9.** Nomanin'Andriamanitra i Joseph Smith ho mpaminany. **10.** Raha nadikan'i Joseph Smith ny Bokin'i Môrmôna, dia very ny pejiny sasany.

**D.** **1. Efa** hitako ny fiangonanareo. (Root passives do not take a past tense.) **2. Fantatro** fa marina ny Fiangonana. (The *-tro* ending is the correct ending for *aho* with words ending in *-tra*.) **3. Tafavaky** ny enti-mody. (The prefix *tafa-* is added to roots.) **4. Toroan**'ny mpaminany ny lalana isika. (The *a-* passives are used when the topic is being acted upon during the process of the action. Here, the topic is being acted upon as the end result of the action. In this instance, the prophet is showing the path for our sake.) **5.** Izao no **lazain'ny** mpaminany... (The word is misspelled. The *-na* should be dropped and the new ending added.) **6. Hosorako** menaka ianao. (The *a-* passives are used when the topic is being acted upon during the process of the action. Here, the topic is being acted upon as the end result of the action. In this instance, I am anointing you with oil.) **7. Henoko** ny bitsiky ny Fanahy Masina. (I becomes the agent ending of the passive root.) **8.** Tsara ny lesona **nampianarin'ny eveka**. (The verb must be in the passive voice here with *ny eveka* as the agent ending.)

**E.** **1.** Delete aho **2**. Fantany fa... **3**. Efa azonareo... **4**. Vakíko... **5**. Nampianay izay. **6.** Notanterahin'i Kristy... **7.** Correct **8**. Havaozintsika... **9.** Correct **10**. Correct

**F.** voasoratra - topic: zavatra maro; passive because they are the things that are written
hinoany - topic: ny Tompo; passive because He is the one they are believing in
novakiako - topic: izay voasoratry ny mpaminany Isaia; passive because they are things that he read
voasoratra - topic: izay; passive because it is what was written.

## 18. Circumstantial Voice

**A.** **1.** anavotana **2**. ahaverezana **3**. anavaozana **4**. andraisana **5**. anahafana **6**. ahazoana **7**. ahamarinana (from marina) **8**. akana **9**. ankatoavana **10**. anavahana **11**. andavana **12**. anomezana **13**. andresena **14**. anompoana **15**. amerenana **16**. ihalehibena **17**. ahamasinana (from masina) **18**. anadiovana **19**. anambarana **20**. isehoana

**B.** **1**. Ianarantsika ny fahamarinana ny Fanahy Masina. **2.** Ahoana no ahazoanao valimbavaka? **3.** Tsy fantatro ny fomba ivavahana. **4**. Mampianatra antsika momba ny antony ijalian'i Kristy i Alma. **5**. Any am-piangonana no ihaonana amin'i Sandra. **6**. Anambaran'Andriamanitra ny sitrapony amintsika ny mpaminany. **7**. Nandefa antsika any amin'ny toerana ahafahantsika hitombo Andriamanitra. **8.** Tokony hampianarana ny filazanatsara ny fianakaviana. **9**. Ahoana no ahafahantsika hahita ny tanan'ny Tompo ao amin'ny fiainantsika? **10**. Izao no fotoana hiomanana ho an'ny fiainana mandrakizay.

**C.** **1.** Ahoana no fomba **anaovana** batisa? (When *ahoana* is used with a verb, it always uses the circumstantial voice.) **2.** Izao fiainana izao no fotoana hibebahana. (*Izao fiainana izao* is the circumstance in which we repent.) **3.** Ny lalana hiverenantsika any an-danitra ny Mpamonjy. (Christ is the manner in which we return to heaven.) **4.** Ny fitiavantsika A$^{tra}$ no antony ankatoavantsika ny didiny. (Our love for God is the reason [circumstance] we obey His commandments.) **5.** Azo **ilalaovina** sport amin'ny andro fiomanana. (It is on preparation day [circumstance] that sports can be played.) **6.** Ny fibebahana no fomba **nomen**'A$^{tra}$ antsika hodiovina. (There is no circumstance in this sentence. Here, the way is given (passive), it is not the way He gives us something (circumstantial).)

**D.** **1.** ...no anampian'ny soratra masina... **2**. ...mba ahafahantsika... **3**. ...ny antony nomenay azy. **4**. Fotoana handinihana... **5.** Tsy fantatro ny antony itrangan'ireo... **6.** Correct **7.** Tsy azo ipetrahana... **8**. Correct **9**. Akan'i devoly... **10**. Namerenana..

**E.** **"***hisian'ny olona"* is the circumstantial verb. This verb is circumstantial after mba because it is the reason for Adam falling. A verb after mba is circumstantial if the topic of the main clause is different than the doer of the clause after mba.

## 19. Verbal Infixes

**A.** **1.** mahafaly **2.** maha-Mpamonjy an'i Jesoa Kristy **3.** miharatsy **4.** mifankatia **5.** miantsena **6.** mifankahazo **7.** manakely **8.** mahatonga **9.** manasongadina **10.** mahasahy **11.** mahatoky **12.** mifampizara

**B.** **1.** mifankahery **2.** mifandimby **3.** hifanampy **4.** mifanaraka **5.** hampifanaraka **6.** hifampianatra **7.** fifampiresahana **8.** mifampizara **9.** mifampianàra (command) **10.** mifankahazo

**C.** **1.** Tokony **hifankatia** isika. (The verbal infix *-if-* in *mitia* creates the same meaning as **one another** in English.) **2. Mihatsara** ny fahaizan'i Elder Jones... (Getting better is expressed with the verbal infix *-iha-* attached to *tsara*.) **3.** Mila **hihanavaratra** isika... (To go north is implied by the directional infix *-iha-*; the *-ank-* motion prefix must be used with adverbs of place.) **4. Matanjaka** be... (Be careful to avoid using the incorrect infix; using *i* in this circumstance would change the meaning of the word.) **5.** Rahoviana ianareo no **miangona**? (Sometimes an infix is not needed because a verb exists that implies the same thing.) **6.** Tokony **hampianatra** azy... (Be sure to remember the infix; without an infix this word means **learn** rather than **teach**.) **7. Miha-maro...** (The verbal infix *-iha-* implies **becoming many** where **mandeha** would imply **going**.) **8.** Raha **hifankatia** isika... (The verb *mitia* simply must include the *-ifank-* infix because it is an exception to the transitive verb rule.)

**D.** **1.** Nandidy antsika **hifankatia** i Kristy. **2.** Correct **3. Mifankahery** ny fianakaviana. **4. Mifankahazo** tsara ny Bokin'i Môrmôna sy ny Baiboly. **5.** Correct **6.** Manampy ny olona hahita fifaliana marina izahay amin'ny maha-misionera **anay**. **7.** Correct **8.** Tokony **hanamarina** ny hevitsika vao hanao zavatra isika.

**E.** Fototra iorenan'ny fijoroana ho vavolombelona. "Mirodana ny andohalambo raha esorina ny vato **if**aharany ary toy izay koa ny f**aha**marinan'ny Bokin'i Môrmôna izay m**amp**ijoro na m**amp**ianjera ny Fiangonana. Takatr'ireo f**aha**valon'ny Fiangonana tsara izany. Izay no antony ikirizan'izy ireo hilaza sy h**ana**porofo fa tsy marina ny Bokin'i Môrmôna, satria raha voaporofony fa tsy marina izany dia tsy marina torak'izany koa ny Mpaminany Joseph Smith sy ny fanalahidin'ny fisoronana, sy ny f**ana**mbarana ary ny Fiangonana naverina amin'ny laoniny. Nefa kosa raha marina ny Bokin'i Môrmôna—ary an-tapitrisany maro no efa nijoro ho vavolombelona fa manana ny fijoroana ho vavolombelon'ny Fanahy izay milaza fa tena marina izany—dia tsy maintsy hanaiky ny f**ana**mbarana momba ny Famerenana amin'ny laoniny sy izay rehetra miaraka amin'izany ny olona" (A Witness and a Warning [1988], 18–19). Ny Bokin'i Môrmôna miaraka amin'ny Fanahy dia loharano tena matanjaka ho anao amin'ny fiovampo. Ity no boky marina indrindra amin'ny boky rehetra eto an-tany (jereo ny teny fanoloran'ny Bokin'i Môrmôna). M**amp**ianatra mazava tsara ny fotop**amp**ianaran'i Kristy izany, indrindra indrindra ireo hita ao amin'ireo lesona izay **amp**ianarinao ny naman'ny Fiangonana. **Amp**iasao izany ho toy ny loharano voalohany amin'ny f**amp**ianarana ny filazantsara naverina amin'ny laoniny. Ireto manaraka ireto dia ohatra-na f**aha**marinana n**amp**ianarina mazava tsara ao amin'ny Bokin'i Môrmôna izay h**amp**ianarinao ny naman'ny Fiangonana."

**F.** mifankatia

## 20. Direct Objects

**A.** **1.** an'izany **2.** an'izany **3.** azy ireo **4.** azy ireo **5.** an'ireo **6.** azy **7.** ahy **8.** an'izany **9.** azy **or** azy ireo **10.** azy **11.** antsika **12.** azy **13.** anay **14.** anareo

**B.** **1.** Nanampy azy isika/izahay. **2.** Mahafantatra antsika izy. **3.** Nahita an'izany aho. **4.** Nampianatra anay izy. **5.** Manamboatra an'ireo isika/izahay. **6.** Hanao an'izany aho! **7.** Mitahy azy A[tra]. **8.** Mahazo an'izany isika/izahay. **9.** Mandresy an'ireo isika/izahay. **10.** Manadio antsika izany. **11.** Mahita azy isika/izahay. **12.** Afaka mahazo an'ireo isika/izahay. **13.** Afaka manao an'izany isika/izahay. **14.** Manana an'ireo isika/izahay. **15.** Mizara an'ireo ianareo. **16.** Tia ahy izy ireo. **17.** Mizara an'izany ianao. **18.** Manasa anao izy.

**C.** **1.** Namono **an'i Jesoa Kristy** ny olon-dratsy. (**Jesus Christ** is the direct object and the direct object marker must be used.) **2.** Afaka hahazo **an'ireo** fitahiana ireo isika raha... (**Those blessings** is the direct object and the direct object marker must be used.) **3.** Mitahy ahy A[tra]. (**Me** is the direct object and the direct object pronoun *ahy* must be used.) **4.** Tsy tokony hanao **an'izany** isika raha te-ho marina. (**That** is the direct object and the direct object marker must be used.) **5.** Tokony hamaky **an'ireo** isika. (*Azy ireo* is reserved for people.) **6.** Mahafantatra **an'izany** aho. (**That** is the direct object and the direct object marker must be used.) **7.** ...hampianatra a**zy** momba... (**Him** is the direct object and the direct object pronoun *azy* must be used.) **8.** Mino **an'Andriamanitra** ve ianao? (**God** is the direct object so it must be preceded by *an-*, the direct object marker for titles.) **9.** Nampianatra **an'i Fanja sy Ginot**... (**Fanja and Ginot** are the direct objects so they must be preceded by the *an-*, the direct object marker for proper nouns.) **10.** Hahasoa **anareo** ny hafatra... (*Ianareo* is a personal pronoun and would imply that *they* are doing the action, as opposed to *the message*.)

**D.** **1.** Correct **2.** Afaka hidera **an'A[tra]** amin'ny alalan'ny hira isika. **3.** Tia **antsika** zanany A[tra]. **4.** Fantatro **fa** misy mpaminany velona ankehitriny. **5.** Correct **6.** Mampianatra **an-dry Tolotra sy Tsilavina** izahay. **7.** Mino **an'i** Jesoa Kristy aho. **8.** Nijaly ho **antsika** i Jesoa Kristy. **9.** Ny finoantsika **an'i** Kristy... **10.** Correct

**E.** anao, an'Andriamanitra, azy, azy ireo, anao, anao, azy ireo, azy ireo, azy

**H.** antsika, azy, azy

## 21. Indirect Objects

**A.** **1.** tamin'i Adama **2.** amintsika **3.** amiko & amin'i Elder Smith **4.** tamin'i Joseph Smith **5.** amintsika **6.** tamin'A[tra] **7.** amin'ny traikefan'i Joseph Smith **8.** amin'A[tra] **9.** aminareo **10.** aminareo

**B.** **1.** Afaka mifandray amin'A[tra] isika amin'ny alalan'ny vavaka. **2.** Raha miankina amin'ny Mpamonjy isika dia hampatanjaka antsika Izy. **3.** Nanambara ny fahamarinana tamin'i Joseph Smith A[tra]. **4.** Afaka hiaraka amintsika foana ny Fanahy Masina raha mijanona ho mendrika isika. **5.** Nizara ny Fanasan'ny Tompo tamin'ny mpikambana ny diàkôna. **6.** Hiteny aminao ny zava-nitranga tamin'i Joseph Smith izahay. **7.** Mitarika antsika amin'ny asa tsara ny finoana an'i Jesoa Kristy. **8.** Tsy afaka hiverina amin'A[tra] amin'ny herintsika samirery. **9.** Nomen'A[tra] foana ny fahefan'ny fisoronana amin'ny mpaminany. **10.** Rehefa maty isika dia mandeha any amin'ny tontolon'ny fanahy ny fanahintsika.

**C.** **1.** Nanome ny takela-bolamena **taminy** i Môrônia (The reference to **him** becomes the agent ending.) **2.** Tokony hivavaka **amin'A[tra]** isan'andro isika. (*Andriamanitra* is a title.) **3.** Hanolotra ny fanoloran-tena **amin'izy ireo** ve ianao? (When forming the indirect object pronouns, the personal pronoun is used with *amina* rather than the direct object pronoun.) **4.** Mirakitra ny fifandraisan'Andriamanitra **amin'ny Nefita** izany. (This sentence needs an indirect object, not a direct object.) **5.** Hanome naman'ny fiangonana **amintsika** ny Raintsika any an-danitra raha mazoto isika. (The *isika* is attached to *amina*.) **6.** i Jesoa Kristy no hany fomba hiverenantsika **amin'**A[tra]. (*A[tra]* follows the rules of titles, so it does not need *ny*.) **7.** Hiara-hiangona **aminay**... (Remember the difference between the inclusive and exclusive forms of **us** in Malagasy. *Amintsika* would imply that the investigator being asked to come to Church was among those extending the invitation.) **8.** Nanome ny Fisoronana Aharona t**aminy** i Jaona. (The indirect object pronoun for **to him** is *aminy*.) **9.** ...tena zava-dehibe **amiko**. (The indirect object pronoun for **to me** is *amiko*.) **10.** ...ny fahamarinana **tamin'i** Joseph Smith A[tra]. (While *mba* does mean **to** under certain circumstances, it does not work as an indirect object marker.)

**D.** **1. Miara-mampianatra amin'ny** Fanahy Masina isika. **2.** Miteny **amintsika** A[tra] amin'ny alalan'ny fanambarana. **3.** Nivavaka **tamin'A[tra]** i Kristy tao amin'ny Sahan'i Edena. **4.** Niteny **taminy** A[tra] sy Jesoa Kristy. **5.** Correct **6.** ...ny Fanahy Masina **aminy** izy. **7.** Correct **8.** Hiara-hampianatra **aminay** ve ianao? **9.** Manambara ny filazantsara **amin'ny olona**... **10.** Mpiara-mitory **amin'i Elder Smith** aho.

**E.** tamin'ireo mpaminany, tamin'i Adama, amin'Andriamanitra Ray sy amin'ny Zanany Jesoa Kristy ary amin'ny Fanahy Masina, tamin'ireo mpaminany, tamin'ireo mpaminany

**F.** **1.** taminareo
**2.** aminareo, taminy, taminy, tamiko, tamiko

## Review: Actions

**A.** **Nitahy** ny fianakaviana ny filazantsara. Manana fitahiana maro nohon'ny filazantsara **ny fianakaviako**. Nanangana ny fianakaviana Andriamanitra mba hanome fifaliana **amintsika**, mba **hanampy antsika** hianatra ny fitsipika marina, ary mba hanomana **antsika** ho an'ny fiainana mandrakizay. Ny tokan-trano no toerana tsara indrindra **hianarana** ireo zavatra ireo. Tao amin'ny tokan-tranoko, nampianatra **tamiko** ny fomba **hivavahana** sy ny maha-zava-dehibe ny famakiana ny soratra masina. Feno fankasitrahana **aho** noho ny fampianaran'ny ray aman-dreniko, satria nanampy ahy hanana ny fifandraisana tsara kokoa **amin'ny Raiko** any an-Danitra.

**B.** **1.** Mitahy **antsika** Andriamanitra. (Direct Objects) **2.** Rehefa mibebaka isika dia miaiky fa nanota. (Topicalization) **3. Nantsoin**'A[tra] ny mpaminany. (Passive Voice) **4.** Ny filazantsara no fomba **hiverenana** any amin'A[tra]. (Circumstantial Voice) **5.** Mino **an'**i Jesoa Kristy izahay. (Direct Objects) **6.** Nahary **an'**i Adama sy Eva Andriamanitra. (Direct Object) **7.** Manome didy **amintsika** Andriamanitra. (Indirect Object) **8.** Indraindray, mila miandry ny valiny isika. (Active Voice) **9. Manatsara** antsika ny filazantsara. (Verbal Infixes) **10.** Mitahy ny fianakaviana ny filazantsara. (Active Voice) **11.** Rehefa tezitra aho, mivavaka **amin**'Andriamanitra. (Indirect Objects) **12.** Nanome antsika fitahiana betsaka Andriamanitra. (Active Voice) **13.** Afaka mivavaka **ve** isika? (Active Voice) **14.** Tia **an'**Andriamanitra aho. (Direct Objects) **15.** Ny soratra masina no fomba hiresahan'**A[tra]** amintsika. (Circumstantial Voice) **16. Hiara-**hiangona aminay ve ianao? (Indirect Objects) **17. Nahazo** valimbavaka ve **ianao**? (Active Voice) **18.** Fantatrao ve ny fomba hivava**h**ana? (Circumstantial Voice) **19. Azo** vakianao ve izany? (Passive Voice) **20.** Nandidy **an**'i Joseph Smith handika ny baiboly A[tra]. (Direct Objects) **21. Ianarana** ao amin'ny soratra masina ny zavatra betsaka. (Passive Voice) **22.**Rehefa hanota **isika** dia manalavitra ny filazantsara. (Active Voice) **23.** Miteny **amintsika** Andriamanitra. (Indirect Objects) **24.** Mitory ny filazantsara **izahay**. (Topicalization) **25.** Tsy **mampibebaka** antsika Andriamanitra. (Verbal Infixes) **26.** Mahazo izany fitsipika izany ve **ianao**? (Active Voice) **27.** Tokony **hifankatia** isika. (Verbal Infixes) **28.** Rehefa atao batisa isika dia manao fanekena. (Topicalization) **29.** Manampy **antsika** ho tsara kokoa ny soratra masina. (Direct Objects) **30. Raisina** amin'ny alalan'ny fankatoavana ny fitahiana. (Passive Voice) **31.** Tsy maintsy mankato **aho**. (Direct Objects) **32. Fantatr'Andriamanitra** ianao. (Passive Voice) **33.** Iza no mivavaka? (Asking Questions) **34.** Hivavak**a** ho anao **aho**. (Active Voice) **35.** Mino ny tenin'ny mpaminany aho. (Direct Objects) **36.** Ny mpamonjy **antsika** i Jesoa Kristy? (Direct Objects) **37. Maty** ho anao i Jesoa Kristy. (Active Voice) **38.** Ahoana no **hahatsapako** ny Fanahy Masina? (Circumstantial Voice) **39.** Inona no **nataony**? (Passive Voice) **40.** Tokony hanao ny tsara **ianao**. (Direct Objects)

**C.** 1. Tian'Andriamanitra isika. 2. Iza no nampianarinao omaly. 3. Rehefa mibebaka amin-kitsimpo isika, voavelan'Andriamanitra ny helotsika. 4. Hibebaka amin'ny otanao ve ianao? 5. Afaka manontany an'Andriamanitra raha marina ity boky ity ianao. 6. Fantatrao ve ny momba ny fiangonanay? 7. Fantatr'Andriamanitra ny zanany. 8. Tokony hampianarin'ny ray aman-dreny amin'ny zanak'izy ireo ny filazantsara. 9. Hiara-hiangona aminay ve ianao? 10. Hotahian'ny Tompo ara-panahy sy ara-batana ianao.11. Afaka hiara-hamaky ve isika? 12. Nodidian'Andriamanitra i Adama sy Eva mba tsy hihinana ny voankazo. 13. Isika no nahafatesan'i Kristy. 14. Tiako ity soratra masina ity. 15. Novakiako izany omaly. 16. Efa voavakianao ny toko? 17. Natsangana ny fiangonana tamin'ny taona 1830. 18. Ahoana no ahafantaranao fa marina ny Bokin'i Mormona. 19. Homen'Andriamanitra valy ianao. 20. Hanasa ny namanao amin'ny aktivite amin'ny zoma ve ianao?

**D.** 1. natsangana - passive, nodi-mandry - active, nisehoana (x2) - circumstantial, ahavelomana - circumstantial
2. misy - active, antsoina - passive, hamaha - active, hitsanganana - circumstantial, hakambana - passive, haverina - passive, ho entina - passive, hijoro - active, mahafantatra - active, ahafantarana - circumstantial, manana - active, tonga - active, hisy - active, very - passive, haverina - passive, hoentina - passive, hadinina - passive, hotsaraina - passive

## 22. Prepositions

**A.** ambony, tamina, niaraka tamina, taoriana, nandritra, ana, amin'ny alalana, eo amina

**B.** **1.** Mandeha **any amin'ny** fiangonana izahay. **2.** Afaka mampianatra ny namanao **ao an-**tranonao ve izahay? **3.** Inona ny fibebahana **arak**'ity soratra masina ity? **4.** Maro ireo olona mandaha-teny **mandritra** ny fivoriana. **5. Hiara-hivavaka aminay** ve ianao **amin**'ity alahady ity? **6.** Fifanekena **eo anelanelan'ny** olona sy ny Tompo ny fanekempihavanana. **7.** Nanilika ny filazantsara ny olona sasany **nandritra** ny fiainana **talohan'ny** nahaterahana. **8.** Mahazo miaina **miaraka amin'ny** fianakaviantsika mandrakizay isika. **9.** Manana drafitra **ho antsika** Andriamanitra. **10. Mandritra** apôstazia iray dia tsisy mpaminany. **11.** Afaka mandroso **ho amin'ny** fiainana mandrakizay isika. **12.** Miteny **araka** ny fanambarana **avy amin**'A[tra] ny mpaminany. **13.** Naverin'Andriamanitra **tamin'ny** laoniny ny fiangonana **tamin'ny alalan'i** Joseph Smith. **14.** Tiantsika ho tsy manan-tsiny **eo anoloan**'Andriamanitra. **15.** Niaina **teo ambanin'ny** Lalàn'i Mosesy ny Isiraelita. **16.** Marina **hatramin'ny** voalohany ka **hatramin'ny** farany ity boky ity. **17.** Inona ny finoana **arak'**ity soratra masina ity? **18. Any amin'ny** tontolon'ny

fanahy isika **eo anelanelan'ny** fahafatesana sy ny fitsanganana amin'ny maty. **19.** Azo avotana isika **amin'ny alalan'ny** Sorompanavotan'i Kristy. **20.** Hiandry ao amin'ny tontolon'ny fanahy isika **mandrapahatonga** ny fitsanganana amin'ny maty. **21.** Efa nahazo fitahiana lehibe aho **hatramin'ny** batisako. **22.** Tsy hifankahita isika **mandrapahatonga** ny atrik'asa.

**C.** **1.** aorian' **2.** ankavanan' **3.** miaraka amin' **4.** manodidina **5.** noho **6.** araka **7.** mandritra **8.** ambanin' **9.** mandrapahatonga **10.** maneran-

**D.** **1.** hiaraka aminay (Without *miaraka*, this phrase means **Will you pray to us?**) **2.** katramin'ny (This is the correct phrase to use for **through** when sharing scriptures.) **3.** amin'ny alalan'ny or amin'ny (*Akaiky* actually means **near by** rather than **through.**) **4.** rehefa (*Aoriana* must be used before nouns.) **5.** amin'ny alalan'ny fiasana (Gerunds--**ing** nouns--are used after prepositions.) **6.** Efa (This is an example of extending *momba* beyond its only meaning. *Momba* implies **pertaining to**. *Efa* implies something about to happen. *Saika* implies something that almost happened.) **7.** satria (*Noho* is used before nouns, and the conjunction *satria* is used before predicates, like in this example.) **8.** aminao or araka ny hevitrao (You cannot use agent endings on the word *araka*.) **9.** noho ny (*Noho* is used before nouns, and the conjunction *satria* is used before predicates.) **10.** manaraka (This is overextending the meaning of the preposition **close/near/next to** to be more like an adjective **next**.)

**E.** **1.** Correct. **2.** Correct. **3.** Correct **4.** Raha **tsy** noho ny Fanahy Masina dia tsy ho voavonjy ao **5.** Nanamboatra sambo **tamin'ny** alalan'ny fanambarana izy. **6.** Correct **7.** Mandray ny fanasan'ny Tompo aho **any amin'ny** fiangonana. **8.** Correct. **9.** Correct **10.** Correct **11.** Correct **12.** Alma 13:24 dia milaza fa **manodidina antsika** ny anjely. **13.** Tokony hipetraka eo **anivon'ny** naman'ny fiangonana isika. **14.** Eo **ampitan'ny** MTC ny tempoly any Provo. **15.** Heken'A$^{tra}$ ny batisa satria vita **amin'ny** fisoronana. **16.** Correct

**F.** **1:** akaiky, eo anivon' **2:** amin'ny, amin'ny, eo anoloan', amin'ny **3:** ho amin'ny **4:** amin'ny, ho amin'ny **5:** mbamin'ny, ho amin'ny **6:** araka an'A$^{tra}$ **7:** (none)

## Review: Narrating

**A.** Ny zanak'Andriamanitra voalohany teto an'tany i Adama sy Eva. Taorian**'ny naharian'Andriamanitra** azy ireo dia napetrany **tao** amin'ny sahan'i Edena i Adama sy Eva. Nanana vatana ara-nofo izy ireo satria **no**hariana araka ny endrik'Andriamanitra. Tamin'ny **nipetrahan'izy ireo** tao amin'ny saha dia niaina **tao** amin'ny toetry ny tsy manan-tsiny satria tsy nahalala ny fahasamihafan'ny tsara sy ny ratsy. **No**didian'Andriamanitra tsy hihinana ny voankazo voarara izy ireo satria raha nanao izany dia hotonga mety maty. Kanefa, raha tsy nihinana ny voankazo izy ireo dia tsy maintsy mitoetra mandrakizay **ao** amin'ny saha sy tsy mivoatra. Nisafidy ny **fihinanana** ny voankazo izy ireo. Izany izay antsoina hoe ny fahalavoana dia ampahan'ny drafitr'Andriamanitra. **Nohon'ny** fisafidian'izy ireo dia mety manan-janaka izay midika fa mety ho tonga eto an-tany ny sasan'ny zanak'Andriamanitra. **Taorian'ny** fahalavoan'izy ireo dia nandroso **tao** amin'ny fiainana eto an'tany ny fahafatesana sy ny ota. Kanefa nandresy ny vokatry ny fahalavoana i Jesoa Kristy, ary amin'ny alalany no ahafahantsika hiverina **any** amin'Andriamanitra.

**B.** Fantatro fa marina ny Bokin'i Môrmôna. **Tamin'izaho** mbola kely dia namaky ny fampanantenan'i Môrônia ary **nahafantatra** fa raha namaky ny Bokin'i Môrmôna sy nivavaka **tamin**-kitsimpo dia hovalian'Andriamanitra ny vavaka. Nanapa-kevitra aho hamaky sy hanontany an'Andriamanitra raha marina ny Bokin'i Môrmôna ary **nahazo** valim-bavaka. Nahazo ny valy izay **no**tadiaviko aho ary fantatro fa afaka mahazo valim-bavaka ihany koa ianao.

**C.** **1. N**amaky ny Bokin'i Môrmôna ve ianao omaly? (Active Voice) **2.** Nahatsapa inona ianao tamin'ny **nivavahanao**? (Prepositions) **3.** Taorian'ny **nivavahako** dia nahatsapa ny Fanahy aho. (Creating Nouns from Verbs) **4. Maty** i Jesoa Kristy tamin'ny hazo fijaliana. (Topicalization) **5.** Nivavaka **nandritra** ny fotoana lava i Enosa. (Active Voice) **6. Tamin'ny** nahatongavanay omaly dia tsy tao ianareo. (Prepositions) **7.** Talohan'ny **nahafatesan'i** Jesoa Kristy dia nandresy ny ota izy. (Creating Nouns from Verbs) **8. N**omen'Andriamanitra ahy ny valy nilaiko tamin'izany. (Passive Voice) **9.** Tamin'ny namakianao, inona no **notsapanao**? (Passive Voice) **10. Azoko** ny valim-bavaka nangatahiko. (Passive Voice) **11. Nodikan'i** Joseph Smith ny Bokin'i Môrmôna. (Passive Voice) **12.** Nandresy ny fahafatesana ny fitsanganan'i Kristy **tamin'ny** maty. (Prespositions)

**D.** **1.** Aorian'ny hanaovana batisa anao dia hahazo ny Fanahy Masina ianao. **2.** Taorian'ny namonoana ny apôstôly dia very ny fisoronana. **3.** Aorian'ny fahazoanao ny Fanahy Masina dia hiaraka aminao mandrakariva. **4.** Nohon'ny fianarako ny teny Malagasy dia lasa mahay aho. **5.** Taorian'ny nandikan'i Joseph Smith ny Bokin'i Môrmôna dia namerina ny fiangonana izy. **6. T**amin'ny namakiako izany dia nofantatro fa marina ilay izy. **7.** Talohan'ny nahatongavantsika teto an-tany dia niara-niaina tamin'Andriamanitra isika. **8.** Mila mivavaka isika aloha. **9.** Tamin'ny fotoana niainan'i Nôa teto an-tany dia ratsy ny olona. **10.** Nohon'ny nahitan'i Joseph Smith an'Andriamanitra sy Jesoa Kristy dia fantatsika fa olona samihafa izy ireo.

**E.** 1. nampijaliana - nampijaly (to casuse to suffer), fangirifiriana - mangirifiry (to be painful), fahatsiarovana - mahatsiaro (to remember), fahotana - mahota (to be wrong/do wrong/sin), fiaviana - avy (to come), fahafatesana - mahafaty (to kill/cause death), fanaintainana - manaintaina (to throb/be sore), fifaliana - mifaly (to rejoice)

## 23. Time and Date

**A.** **1.** Amin'ny valo maraina **2.** Amin'ny telo sy fahefany. **3.** Amin'ny efatra latsaka fahefany. **4.** Amin'ny enina latsaka fahatelony. **5.** Amin'ny iraika ambin'ny folo latsaka folo. **6.** Amin'ny iray sy fahatelony. **7** Amin'ny roa ambin'ny folo. **8.** Amin'ny valo latsaka fahefany. **9.** Amin'ny efatra sy fahefany. **10.** Amin'ny iray.

**B.** **1.** Ho tonga izahay amin'ny iraika ambin'ny folo antoandro. **2.** Alahady amin'ny folo maraina ny fivoriana. **3.** Asabotsy amin'ny enina hariva ny batisa. **4.** Amin'ny enina sy sasany katramin'ny valo hariva ny batisa. **5.** Afaka mamangy anao ve izahay amin`ny roa sy sasany? **6.** Manana fivoriana izahay amin'ny alahady amin'ny sivy maraina. **7.** Manana fotoana izahay amin'ny alatsinainy amin'ny valo hariva. **8.** Amin'ny firy ianao no hiverina amin'ny zoma? **9.** Handalo izahay haka anao amin'ny folo latsaka fahefany amin'ny alahady maraina. **10.** Fa maninona ianao no nifoha tamin'ny telo sy sasany maraina? **11.** Aogositra ny faha-valo ambin'ny folo androany. **12.** Zoma rahampitso. **13.** Naverina tamin'ny laoniny ny fiangonana ny Apirily fahenina amby telopolo sy valonjato sy arivo. **14.** Voalohany ny volana Martsa amin'ny alahady herina. **15.** Nanana ny fahitana voalohany i Joseph Smith tamin'ny roapolo sy valon-jato sy arivo. **16.** Talata amin'ny fito sy sasany ny fivoriana. **17.** Ny fahatelo amby roapolo Desembra sy roa arivo sy valo androany. **18.** Asabotsy amin'ny enina hariva ny batisa. **19.** Mety ve raha manomboka amin'ny dimy sy sasany isika? **20.** Amin'ny firy ianao no vita amin'ny asabotsy?

**C.** **1. Amin'ny firy** izao? (This is the correct expression.) **2.** Amin'ny **dimy** latsaka fahatelony izao. (To tell time in the second half hour, use the next hour minus the number of minutes.) **3.** Amin'ny dimy mahery **fahatelony** izao. (To say **20 minutes**, use *fahatelony*.) **4.** Tamin'ny taona roapolo sy valonjato sy arivo... (Numbers are inverted in Malagasy.) **5.** Mifady hanina **isaky ny** Alahady voalohan'ny volana izahay. (This is the correct spelling) **6.** Amin'ny **efatra** sy sasany izao. (Military time is told in French, not in Malagasy.) **7.** Hihaona amin'ny andro **voalohan**'ny volana Septambra isika. (*Voalohany* is the correct form of **first**.) **8.** Amin'ny sivy sy **fahatelony** izao. (Be careful not to mix up *fahefany* and *fahatelony*.)

**D.** **1.** Correct. **2.** ... amin'ny **valo** latsaka folo. **3.** Asabotsy rahampitso. **4.** ... amin'ny **iraika** ambin'ny folo ny fotoana **5.** Teraka **t**amin'ny 1820 i Joseph Smith. **6.** Correct **7.** ...amin'ny janoary manaraka. **8.** ...fialam-boly amin'ny dimy androany. **9.** Amin'ny fito **sy** fahefany izao. **10.** ...amin'ny **fito** sy sasany. **11.** Correct **12.** Correct.

## 24. Adverbs of Place

**A.** **1.** arỳ (ambony) **2.** atsy (ambadika) **3.** etsy/atsy (depending on which one is visible or not) **4.** arỳ (ambany) **5.** ao (anaty) **6.** eo (akaiky) **7.** eo (ambadika) **8.** erỳ ambony erỳ **9.** ao (anaty) **10.** eto **11.** eo/etsy (ampita) **12.** arỳ (ambony)

**B.** **1.** Nipetraka **teto** izy roa taona lasa. (When adverbs of place are in the past tense, they begin with a *t-*.) **2. Eto Manjakaray** ny kilasy Anglisy. (When using adverbs of place with proper nouns, no preposition is needed.) **3.** Te-hiverina **any** amin'A$^{tra}$ aho. (The *any* is needed to further describe where God is.) **4.** Mianatra ny teny Malagasy **eto amin'ny** MTC. (The preposition *amina* is required here because the MTC is not a proper noun.) **5. Ao** an-trano ve ny ray aman-dreninao? (This is a common usage to express that someone is home (in the house).) **6.** Mandeha tsara ny asa atỳ Manandona. (Because the listener is not where the speaker is, and the speaker is describing a location close to himself, the adverb of place *atỳ* is used.) **7.** Afaka handeha **any** amin'ny VC ve aho? (An adverb of place is needed to further describe the location of the VC.) **8.** Misaotra fa nampandroso anay ato an-tranonao. (This is a common expression and must be learned.)

**C.** **1.** Hifindra **any** Mahajanga ny naman'ny fiangonana. **2.** Correct **3.** Mandrosòa **ato** an-trano! **4.** Tonga **teto** an-tany ny Tompo mba hanavotra antsika. **5.** Manahoana ny asa **any** Fort Dauphin? **6. Ato** ve ny ray aman-dreninao? **7. Any** Antananarivo ny foibenay. **8.** Nijanona telo andro **tao** amin'ny fasana ny Mpamonjy.

**D.** Nahary ny tany i Jesoa Kristy, **teo**[1] ambanin'ny fitarihan'ny Ray, mba ho toerana hahafahantsika hiaina sy hahazo traikefa. Mba hahafahantsika mivoatra sy ho tonga tahakan'Andriamanitra dia tsy maintsy mahazo vatana isika ary tsapaina mandritra ny fotoana fisedrana **eto**[2] an-tany. Rehefa **eto**[3] an-tany dia tsy **eo**[4] anatrehan'ny vatan'Andriamanitra isika. Tsy tadidintsika ny fiainantsika talohan'ny nahaterahana. Tsy maintsy mandeha am-pinoana isika fa tsy amin'ny fahitana.

**Note:** The above adverbs of place all begin with *e-* because 1 and 4) anything in God's presence is visible, and 2 and 3) whenever expressing **here on earth** *eto* is used.

**E.** teo, ao, tao, tany, teo, teo, teo, ao, teo, teo, teo

## Review: Time, Date and Location

**A.** **1.** Manana fivoriana amin'ny **telo sy sasany** isika. (Time and Date) **2.** Nahazo fanambarana **avy tamin**'Andriamanitra izy. (Prepositions) **3.** Zoma androany. (Time and Date) **4. Akaikin'ny** tsena ny fiangonana. (Prepositions) **5. Ao** ve ny dadanao? (Adverbs of Place) **6.** Afaka mivory any **an-**tranonao ve isika? (Prepositions) **7.** Misionera izahay **mandritra** roa toana. (Prepositions) **8.** Misy fivoriam-pivavahana manomboka amin'ny **iray**. (Time and Date) **9.** Tamin'ny taona **roapolo sy valonzato sy arivo** ny fahitana. (Numbers) **10. Any** Salt Lake City ny fihaonambe. (Adverbs of Place) **11.** Afaka hiverina **any** amin'Andriamanitra isika. (Adverbs of Place) **12. Ao/any** amin'ny fiangonana ny raharahan'ny batisanao. (Adverbs of Place) **13.** Zava-dehibe ny hianatra ny soratra masina **isan-andro**. (Time and Date) **14.** Nahazo ny fisoronana **tamin'ny iray toana lasa** aho. (Time and Date) **15.** Amin'ny firy izao? (Time and Date) **16.** Roa kilometra **avy** eto ny fiangonana. (Prepositions) **17.** Afaka miara-mivory **amin'ny fito maraina** isika. (Time and Date) **18.** Nohitanay ny namanao **tany** an-tsena. (Prepositions) **19. Ho** any izahay rahampitso. (Prepositions) **20. Amin'ny** Alahady ny fanomezana anao ny Fanahy Masina. (Time and Date)

**B.** **1.** Hanana dindinika amin'ny enina sy sasany amin'ny Asabotsy isika. **2.** Any an-tranonao ve ny fotoana? **3.** Miangona izahay isaky ny Alahady. **4.** Akaikin'ny tranonao ve ny tranon'ny namanao? **5.** Amin'ny dimy sy sasany izao. **6.** Natao batisa aho tamin'ny enina taona lasa. **7.** Ambanin'ny fitarihan'ny Rainy dia nahary ny tany i Kristy. **8.** Any am-piangonana ny aktivite. **9.** Afaka ho tonga amin'ny fito sy sasany ve izahay? **10.** Amin'ny pejy fahefatra amby telopolo sy fitonjato ny soratra masina.

## 25. Comparatives and Superlatives

**A.** **1.** Kely kokoa ny faha-zavadehiben'ny fananana arak'izao tontolo izao noho ny filazantsara. **2.** Maro kokoa ny olona tonga amin'ity atrik'asa ity noho ilay farany. **3.** Matanjaka kokoa ny fijoroako ho vavolombelona izao noho ny taloha. **4.** Misy tempoly bebe kokoa ankehitriny noho ny taloha. **5.** Matanjaka kokoa Andriamanitra raha oharina amin'i Satana. **6.** Maranitra toy ny sabatra ny tenin'Andriamanitra. **7.** Miara-miasa amin'ny mpikambana bebe kokoa izahay izao toy izay ny taloha. **8.** Sarobidy kokoa noho ny volamena ny soratra masina. **9.** Sarobidy kokoa ny fiantrana noho ny fankatoavana ihany. **10.** Maharesy lahatra kokoa ny vavolombelona roa noho ny iray.

**B.** **Note:** The following sentences may have other possible ways of expressing comparisons with the other words in the lesson. **1.** Tian'i Satana hijaly tahaka azy ny olona. **2.** Mivavaka sahala amin'ny nataonao taloha ve ianao? **3.** Mitovy ny fitiavan'Andriamanitra ny olona ankehitriny sy ny olona taloha. **4.** Mitovy ny fitiavan'A$^{tra}$ ho anao sy (ny fitiavany) ho ahy. **5.** Tsy niasa mafy tahaka an'i Nefia ny rahalahiny. **6.** Tsy nanam-pinoana **sahala** amin'i Nefia i Lamana sy Lemoela. **7.** Tsy misy (olona) nijaly **ohatra** an'i Kristy. **8.** Nampianatra i Isaia fa ny fahotantsika dia afaka ho fotsy **tahaka** ny oram-panala. **9.** Afaka ho madio **sahala** amin'ny nahaterahanao ianao. **10.** Tsy tanteraka **toy** an'i Jesoa Kristy isika.

**C.** **1.** Ny fikambanana sôsialy zava-dehibe indrindra ny fianakaviana. **2.** Ny fanjakana telestialy no fanjakana farany ambany indrindra. **3.** Ny Bokin'ny Môrmôna no boky marina indrindra eto an-tany. **4.** Ny adidintsika farany lehibe indrindra no amin'A$^{tra}$. **5.** Niasa mafy mihitsy i Nefia nanamboatra ny sambo. **6.** Nanao misiôna tany Taiwan ny zokiko indrindra. **7.** Anisan'ny fitsapana lehibe indrindra ao amin'ny fiainako iny. **8.** Anisan'ny andro farany faly indrindra ny batisako. **9.** Tsy afaka hijery ny fahotana amin'ny hamoram-po faran'izay bitika indrindra A$^{tra}$. **10.** Efa nahazo anisan'ny fanambarana mahery vaika indrindra aho nandritra ny famakiako ny soratra masina.

**D.** **1.** Avo kokoa **ny fanjakana selestialy** noho ny fanjakana terestrialy. (Here the topics are switched. Be careful when comparing two topics, and be sure that you are saying what you want to say.) **2. Tsara ihany** ny lesona niaraka tamin'i Fetra. (*Ihany* follows the adjective.) **3**. Sahala **amin'ny** masoandro ny voninahitry ny selestialy. (*Sahala* must always be followed by *amin'ny*.) **4.** Azo oharina amin'ny hazo oliva ny zanak'i Israely. (If *amin'ny* is already present in the sentence, *sy ny* is not needed.) **5**. Mahay kokoa noho **izaho** ianao. (The direct object pronoun is not used because two topics are compared in Malagasy.) **6**. **Mahay kokoa** noho izaho ianao. (To say something is **less than** another, use the opposite adjective and rephrase the statement to make it positive. Here, instead of **You are not less capable than me** should be expresssed as **you are more capable than I am** or **You are just as capable as me**, depending on what you want to say. Comparatives should be expressed in a positive sense.) **7**. **Ratsy kokoa** noho ny terestrialy ny telestialy. (Different adjectives should not be doubled up in comparative statements, such as *mahay bebe kokoa*.) **8**. **Tsara lavitra** noho ny telestialy ny selestialy. (*Lavitra* follows the adjective in comparisons.)

**E.** **1.** Correct **2.** Correct **3.** Lehibe kokoa ve ny fahalalanao raha **oharina** ny amin'ny taloha? **4**. Aiza ny soratra masina **tsara indrindra** hitanao? **5**. Correct **6**. Correct **7.** Mitovy ny mpaminany taloha sy ny mpaminany ankehitriny. **or** Mitovy amin'ny mpaminany taloha ny mpaminany ankehitriny. **8**. Kely ny adidintsika raha oharina **amin'ny** an'ny mpaminany.

**F.** Mandritra ny fiainantsika eto an-tany dia manao safidy amin'ny tsara sy ny ratsy isika. Andriamanitra dia manome valisoa antsika arakaraky ny asa vitantsika sy ny faniriantsika. Koa satria Andriamanitra dia manome valisoa ny tsirairay arakarak'izay zava-bita tamin'ny maha-vatana, dia misy ny karazana fanjakam-boninahitra samihafa izay mety handefasana antsika aorian'ny Fitsarana. Ireo izay nibebaka tamin'ny fahotana sy nandray ireo ôrdônansin'ny filazantsara ary nitandrina ny fanekempihavanana mifanaraka amin'izany dia ho voadio amin'ny alalan'ny Sorompanavotan'i Kristy. Hahazo ny fisandratana any **amin'ny fanjakana avo indrindra** izy ireo izay fantatra koa amin'ny hoe ny fanjakana selestialy. Hitoetra eo anatrehan'Andriamanitra izy ireo, ka **hitovy Aminy** ary hahazo ny fahafenoan'ny fifaliana. Hiara-hiaina mandrakizay amin'ireo olona ao amin'ny fianakaviany izay mendrika izy ireo. Ao anatin'ny soratra masina **io fanjakana io dia oharina amin'ny voninahitra na famirapiratan'ny masoandro**. Ireo olona izay tsy nandray ny fahafenoan'ny filazantsaran'i Jesoa Kristy nefa nanana fiainana mendrika dia hahazo toerana ao amin'ny fanjakana terestrialy. **Io fanjakana io dia oharina amin'ny voninahitry ny volana**. Ireo izay manohy manota ka tsy mibebaka eto amin'ity fiainana ity dia hahazo ny valisoany **ao amin'ny fanjakana ambany indrindra**, izay antsoina hoe ny fanjakana telestialy. **Io fanjakana io dia oharina amin'ny voninahitry ny kintana.**

**G.** mamy izay manoatra noho ny rehetra..., izay fotsy manoatra noho ny rehetra..., izay madio manoatra noho ny rehetra...

## 26. Numbers

**A.** **1.** roa ambin'ny folo **2.** telo **3.** fito **4.** fitopolo **5.** valo ambin'ny folo **6. I**raika amby telopolo **7.** enina amby efapolo **8.** sivy amby roapolo **9.** dimapolo **10.** fito amby vaolopolo **11.** valo amby fitopolo **12.** sivy amby roapolo

**B.** **1**. Manomboka eninjato taona talohan'ny nahaterahan'i Kristy ny tantaran'i Lehia. **2.** Niseho tamin'i Joseph Smith tamin'ny taona telo amby roapolo sy valonjato sy arivo i Môrônia. **3.** Misy mihoatra noho ny telo arivo sy dimy alina ny isan'ny misionera eran-tany. **4.** Nahavita dimy amby sivifolo isan-jaton'ny famangiana isan-tokantrano ny Kôlejy. **5.** Aorian'ny Fahatongavan'i Jesoa Kristy Fanindroany no hiara-honenantsika Aminy mandritra ny Arivotaona. **6.** Naverina tamin'ny laoniny tamin'ny telopolo sy valonjato sy arivo ny Fiangonana. **7.** Hampianatra an'i Mamy ny lesona fahefatra androany izahay. **8.** Misy mihoatra ny telo ambin'ny folo tapitrisa ny isan'ny mpikambana eran-tany. **9.** Nisafidy ny tsy hanaraka ny drafiny iray ampahatelon'ny zanak'A$^{tra}$. **10.** Aman-ketsiny ny isan'ny olona mikambana amin'ny Fiangonana isan-taona.

**D.** **1**. Manana boky **iray** ihany aho. (*iraika* is only used for 1 when there is some other digit with it.) **2.** ...toky fahenina **amby** telopolo. (*amby* is used for numbers between 20-100.) **3.** Enimpolo **sy** roa arivo ny isan'ny zatovolahy. (*Sy* is used with numbers greater than 200.) **4.** Haharitra arivo taona ny fandriam-pahalemana. (**One thousand** does not need *iray* in front of *arivo*.) **5. Efatra ambin'ny folo** ihany i Joseph fony nahita an'A[tra]. (Teens use *ambin'ny* rather than *amby*.) **6.** Andininy **fahiraika amby telopolo** ilay izy. (When saying **1** with numbers 11-101, it changes to *iraika*.) **7.** Namaky tao Jakôba toko **voalohany**, andininy faha dimy izy. (The way to say **first** is *voalohany*). **8.** Niseho taminy **inefatra** i Môrônia. (When using mulitiplicative numbers, the prefix *in-* is attached to the cardinal number.)

**E.** **1**. Izaho no **fahefatra** amin'ny mpiray tampo amiko. **2.** Ao amin'ny F sy F fizarana **voalohany**... **3.** Correct **4.** Nahatratra fito amby **sivifolo** taona i Filoha Hinckley. **5. Efapolo** taona i Hery... **6. Impiry** no niangonanao hatr'izao? **7.** Niala Jerosalema **eninjato** taona talohan'i Kristy i Lehia. **8.** Hamaky ao Nefia Fahatelo toko fahiraika amby telopolo, andininy **fahiraika** ambin'ny folo isika.

**F.** **1.** henemana (six days), fahafito (seventh) **2.** impiry (the question for **how many times**), impito, impito, impito amby fito-polo

**G.** **1.** Toko faharoa amby telopolo, andininy fah iraika amby roapolo **2.** Toko fahatelo, andininy fahasivy **3.** Toko fahavalo ambin'ny folo, andininy fahafolo **4.** Toko fahavalo, andininy faha dimampolo ka hatramin'ny fitopolo **5.** Toko voalohany, andininy fahenina amby roapolo sy fito amby roapolo **6.** Toko fahafolo, andininy fahefatra sy fahadimy **7.** Toko fahatelo, andininy fahenina ambin'ny folo **8.** Toko fahavalo ambin'ny folo, andininy fahafolo

## 27. Conjunctions

**A.** **1**.sy **2**. sy **3**. fa **4**. fa **5**. raha **6**. na...na **7**. na **8**. sady **9**. kanefa or nefa **10**. fa **11**. sy **12**. na **13**. raha **14**. fa

**B.** **1**. sy **2**. na **3**. na **4**. raha **5**. fa kosa **6**. na ... na, sy **7**. fa **8**. fa **9**. sy **10**. raha **11**. fa **12**. fa kosa

**C.** **1.** Manana vatana nofo **sy** taolana izay feno voninahitra sy tanteraka A[tra]. (*Sy* is used with two things in a series, while *ary* is used right before the last item listed in a series of three or more.) **2.** Tsy mino **izany** izahay. (Do not confuse the conjunction *fa* with the demonstrative pronoun *izany*, which refers to an idea.) **3.** Sady ilay Mpamonjy i Jesoa Kristy **no** mpaminany (*Sady...no* is used to express **both**...**and**.) **4. Na** marina ny fiangonana na diso. (The *na...na* goes together. Do not leave the first one off.) **5.** Hitsangana amin'ny maty isika rehetra **noho** i Kristy. (Do not confuse *noho* with *satria*. One is a preposition, while the other is a conjuction. *Noho* means **because of** or **due to**.) **6.** Indraindray manilika ny fitsipika **sy** ny ôrdônansin'ny filazantsara ny olona. (*Sy* is used with two things in a series, while *ary* is used right before the last item listed in a series of three or more.) **7.** Tsy nanala ny maha-tompon'andraikitra antsika **anefa** Izy. (*Anefa* is placed after the predicate.) **8.** Fantatro **fa** mpaminany marina i Joseph Smith. (Do not confuse the conjunction *fa* with the demonstrative pronoun *izany*, which refers to an idea.) **9.** Hanaiky ny hatao batisa ve izy **sa** tsy hanaiky? (*Sa* is used in questions when presenting alternative options.) **10.** i Joseph Smith **dia** namerina ny filazantsara. (When inverting the sentence, *dia* is placed before the predicate and after the topic.

**D.** **1**. Afaka **na** manaiky na manda ny famerenana ianareo. **2**. Afaka mibebaka ny olona rehetra **noho** ny Sorompanavotana. **3**. Nilaza i Alma **fa** mila manetry tena isika. **4**. Correct **5**. Maro ny olona tsy mino an'A[tra] **sy** Kristy. **6**. Fantatro fa tia ahy A[tra] **satria** namaly ny vavaka nataoko Izy. **7**. Correct **8**. Tsy tokony hilaza zavatra **izay** manafintohina ny Fanahy Masina isika. **9**. Correct (*Raha* can be used to express **when** in the past. *Rehefa* does not have to be used.) **10**. **Rahoviana** ny batisanao?

**E.** The answers are in bold:

2 Ne. 32:4: It is used as **because**.

Môsià 18:14: It is used as **when** (there are 2 occurrences).

Almà 40:3: It is used as **nevertheless**.

JS-T 1:8: It is used as **but**.

JS-T 1:10: It is used as **or** (a question word providing an alternative)

JS-T 1:33-34: *Fa* is used as **that** (6 occurrences) while *ary* is used in joining 2 sentences together.

Lioka 11:11: It is used as **if** here (2 occurrences).

## Review: Cause and Effect

**A.** Nanomana drafitra Andriamanitra mba ahafahan'ny zanany rehetra tonga eto an-tany **mba** hianatra **sy** hivoatra. **Kanefa**, tsy afaka mivoatra isika raha tsy manana fitsapana. Tsy sazy ireo fitsapana ireo, fa fahafahana hampitombo ny finoantsika an'Andriamanitra. Nofantatr'Andriamanitra **fa** hilaintsika handalo ny zavatra mafy ary noho izany dia nomeny antsika ny vavaka mba hiresahantsika aminy. Raha manana finoana sy mivavaka amin-kitsimpo isika **dia** hovalin'Andriamanitra ny vavaka ataontsika. Vonona hanampy antsika Andriamanitra **nohon'ny** fitiavany antsika. Feno fankasitrahana aho **nohon'ny** vavaka, **ary** fantatro fa tsy afaka mandresy ny olana amin'ny fiainako aho afa-tsy mivavaka amin'Andriamanitra.

**B.** **1. Mampanaintaina** antsika ny ota. (Verbal Infixes) **2. Raha** ankizy kely aho dia niara-nivavaka tamin'ny reniko. (Conjunctions) **3. Mankahery** antsika ny Fanahy Masina. (Verbal Infixes) **4.** Mpiralahy **sy** mpiravavy isika rehetra. (Conjunctions) **5.** Manana drafitra **ho** antsika rehetra Andriamanitra. (Conjunctions) **6.** Feno fisaorana aho **nohon'ny** fitahiana ahy rehetra. (Conjunctions) **7.** Iza no tianao indrindra, Nefia **sa** Alma? (Conjunctions) **8.** Tsy toro-hevitra ity lalàna ity, **fa** didy. (Conjunctions) **9. Rehefa** vita ny famakiana dia hiresaka momba izany isika. (Conjunctions) **10. Fony** nitory i Kristy dia tsy nino azy ny

olon-drehetra. (Conjunctions) **11.** Voavonjin'ny fahasoavana isika, **nefa** mila miasa koa. (Conjunctions) **12.** Tsy mamaky **na** ny Bokin'i Môrmôna **na** ny Baiboly izy. (Conjunctions) **13.** Raha hamaky sy hivavaka ianao **dia** hovalian'A$^{tra}$. (Conjunctions) **14. Nohon'i** Jesoa Kristy dia afaka mibebaka isika rehetra. (Conjunctions) **15.** Mahafaly antsika ny fankatoavana. (Verbal Infixes) **16.** Indraindray, tsy mino **na** ny mpaminany **na** A$^{tra}$ ny olona. (Conjunctions) **17.** Miteny **fa** tokony hibebaka isika ny soratra masina. (Conjunctions) **18. Mampitombo** ny finoantsika ny Bokin'i Môrmôna. (Verbal Infixes)

**C.** **1.** Hivavaka ve ianao rahefa vita izahay? **2.** Raha mankato ianao dia ho faly kokoa. **3.** Manan-danja sy zava-dehibe ity boky ity. **4.** Amiko, tena zava-dehibe ny Bokin'i Môrmôna. **5.** Nampianatra i Kristy fa tokony hifankatia isika. **6.** Nony natao batisa aho dia namapantena fa hanaraka an'i Kristy. **7.** Hofantatrao fa natsoin'Andramanitra i Joseph Smith. **8.** Tsy tonga lafatra na ianao na izaho. **9.** Fantatro fa mpaminany i Joseph Smith. **10.** Tokony ho avy anio sa ny andro hafa izahay? **11**. Mba soraty ny eritreritrao sy ny fahatsapanao. **12.** Antsoy raha vantany vao antsoinao ny namanano. **13.** Fantatray fa mafy izany, fa zava-dehibe. **14.** Marina na diso ny hafatray.

**E.** verse 11 - Ary, sy, ary, ary, fa, sy; verse 12 - Ary, ary; verse 13 - na dia...aza, ary; verse 14 - fa, ary, satria, fa, ary, ka

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THE CHURCH OF
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